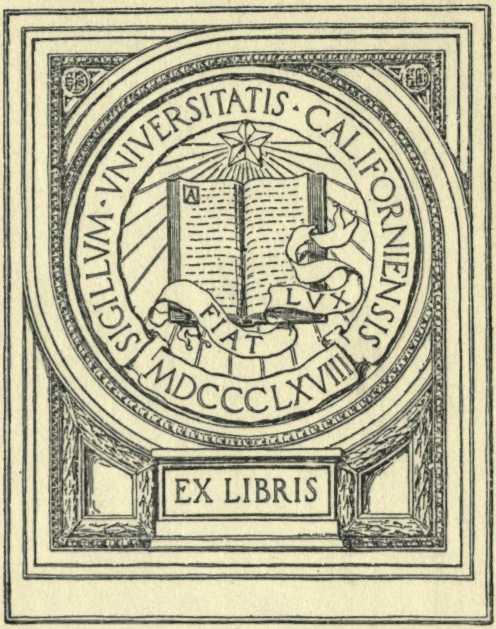

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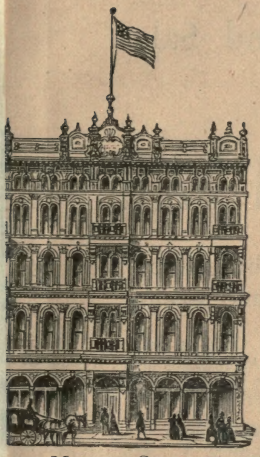

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THE

CALIFORNIA TEACHER.

JULY, 1870.

Vol. VIII. SAN FRANCISCO. No. 1.

NAPA COUNTY TEACHERS' INSTITUTE.

FIRST DAY.

PURSUANT to a call of Superintendent G. W. Ford, the teachers of Napa county convened in the Principal's room in the Public School House of Napa City, May 31st, 1870. Thirty-one teachers of the county were in attendance, as follows:

L. W. Boggs, Jr., Edwin A. Barber, Miss Lydia M. Cheney, Miss Belle Carpenter, Mr. L. Fellers, Miss Caroline A. Harper, Miss Fannie Jacks, Miss Florinda Leonard, Mr. John McFadden, Miss Ida Kilburn, Miss Alice Peel, Miss Anna M. Robinson, Mr. A. Y. Taylor, Mrs. Cinnie Taylor, Miss Louisa Gessford, Mr. R. D. Butler, Napa City; Miss Mary Cole, Mr. B. E. Hunt, Mr. R. J. Hudson, Miss Lavonia Hudson, Miss Levisa Thompson, Mr. J. Henry Sewell, St. Helena; Mrs. Martha Bryant, Calistoga; Miss E. P. Carmer, Oakville; Mr. H. F. Moore, Mr. C. C. Raymond, Pope Valley; Mr. C. A. Menefee, Yountville; Miss Nealie Lauderdale, Miss Nellie L. Polk, Monticello; Miss Ella Taber, Mr. Bennett Yarnall, Bridgeport, Solano county.

Exercises opened with prayer and singing. The Institute was organized by the appointment of the following officers and committees: Messrs. B. E. Hunt and R. J. Hudson, Vice Presidents; Mr. B. Yarnall and Miss L. Thompson, Secretaries; Committee on Music, Misses Fannie Jacks, Alice Peel and E. P. Carmer, and Messrs. B. E. Hunt and H. F. Moore; on Order of Exercises, Messrs. L.W. Boggs, Jr., E. A. Barber, A. Y. Taylor, Mrs. C. Taylor and Miss I. Kilburn; on Resolutions, Mr. B. E. Hunt and Misses C. A. Harper and I. Carpenter; on Introduction, Messrs. L. Fellers and R. J. Hudson, and Miss I. Kilburn.

Mr. B. E. Hunt offered the following resolution, which was adopted:

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Resolved, That the members of this Institute form themselves into a class during one hour of each forenoon and afternoon that the Institute may remain in session; that the members of the class be allowed and invited to illustrate, by blackboard exercise or otherwise, their methods of instructing in the various subjects and branches required to be taught in our common schools.

After a recess of fifteen minutes the committee on Order of Exercises made the following report for the programme for this afternoon: Music; Class Exercises; Music; Recess; Music; Essay on Penmanship by Mr. L. Fellers; Music; Discussion on Penmanship; Select Reading by Mr. Hudson; Music; General Exercises; Select Reading by Miss Cole. Adopted. Institute adjourned till one P. M.

AFTERNOON.

The President called the Institute to order at one o'clock. Exercises commenced with music. The proceedings were principally in accordance with the programme adopted in the morning session. The Class Exercises were conducted by A. Y. Taylor. Grammar was the subject chosen; Mr. Taylor confined his remarks and explanations to etymology and syntax. His method of forming diagrams to assist pupils in analyzing sentences was received with general satisfaction. In the plan given, he considers the simple subject and predicate as the chief sources of a stream; and the different modifying words, phrases and clauses as so many different streamlets, uniting together and flowing into the main channel.

Mr. Fellers' Essay on Penmanship was followed by a discussion, in which Taylor, Boggs and others participated.

Mr. B. E. Hunt offered the following resolution, which was laid over for future action, but finally taken up and adopted:

Resolved, That the sense of this Institute is, that Quackenbos' series of Histories be discontinued in our Public Schools, and that Anderson's School History be introduced in its stead.

On motion it was agreed that a box be procured in which persons might deposit questions to be answered by the Institute; and that a committee be appointed whose duty it shall be to take charge of said questions, and report on them before they entered upon any other duties of the day. It was resolved that critics be appointed for each day during the sessions.

On motion the Institute adjourned to meet to-morrow morning at 9.30 A.M.

SECOND DAY.

WEDNESDAY MORNING, June 1.

The President called the Institute to order. Exercises were opened with music, and prayer by the Rev. Mr. Treferen. The exercises of the sessions were interspersed with cheering music by the committee having that department in charge, Miss F. Jacks presiding at the instrument. Misses F. Jacks and L. Hudson were appointed critics.

Oral Teaching was the subject for class exercises. Several teachers present gave their views concerning the importance of oral teaching, together with their methods of conducting exercises by means of it. Quite a spirited discusssion ensued. Mr. B. E. Hunt read "Pyramus and Thisbe," by Saxe. Mr. L. W. Boggs, Jr., read "Marco Bozarris."

The following resolution was offered, but after considerable discussion, was rejected:

Resolved, That the present condition of society demands the banishment of the *rod* from our schools as a means of punishment.

Reports of critics received. On motion adjourned till 1.30 P. M.

AFTERNOON.

The Institute was called to order by Vice President R. J. Hudson. Exercises opened by music. Miss A. Peel read an original essay, subject, "Spelling."

Miss L. Hudson read "Advice to a Hard Student."

Mr. B. E. Hunt offered the following:

Resolved, That spelling taught by the method of writing, is preferable to the oral method.

This resolution was adopted after a lengthened and animated discussion, which brought out some of the favorite methods of teaching orthography by many of the members present.

After a recess of fifteen minutes, Johnnie, Jobeta, Jennie and Carmelita Fener, pupils of the Napa District School, entertained the Institute with a beautiful song—"Our Country,"—for which the Institute tendered them a vote of thanks.

Mr. A. Y. Taylor delivered an address on "Book-Keeping." Select Reading by W. A. Barber and B. E. Hunt.

Minutes of this afternoon read and accepted. Report of critics received.

On motion, adjourned to meet at the Hall of the Court House this evening at 8 o'clock, to hear State Superintendent O. P. Fitzgerald lecture.

EVENING SESSION.

The President called the meeting to order; opened with music and prayer. State Superintendent O. P. Fitzgerald being introduced, he proceeded to address the large and attentive audience present.

"School Officers" was the theme of his discourse. He gave a vivid picture, or rather panorama of what the model School Trustee, School Teacher and School Superintendent should be, as well as what they should not be.

Could we have School Officers moulded and modeled according to the specifications laid down by our State Superintendent, we would soon, no doubt, arrive at that period when the principles represented by the lion and the lamb would dwell peaceably together, and *that* representing innocent simplicity would lead them.

On motion, Mr. Bernhard Marks was invited to address the Institute on Thursday afternoon at 3 P.M., and occupy the floor as long as he may desire. Adjourned.

THURSDAY MORNING, June 2.

The Institute met at the Public School House, and the President called the meeting to order at 9.30 A.M. The exercises were opened with music and prayer. Mrs. Taylor and Miss Kilburn were appointed critics. Methods of teaching Arithmetic were discussed during greater part of the morning. Messrs. R. J. Hudson, Bernhard Marks and others entered into the discussion of the subject. They elicited a warm interest.

Miss I. Kilburn read a very able essay, the subject of which was "Uncle Sam's Farm."

The Institute took a recess of fifteen minutes, after which Miss L. Gessford read "The Water Drinker;" and Mr. H. F. Moore "Advice to a Hard Student." Adjourned to 1.30 P.M.

AFTERNOON SESSION.

Vice President R. J. Hudson in the chair. The subject of Geography was introduced. Mr. Bernhard Marks gave some of the reasons why the State Board of Education had made the recent changes in the list of geographical text books. In the discussion of the best methods of teaching geography, Mr. Marks gives the preference to that which starts the pupil at his own home, and goes out from home as he advances. Mr. B. E. Hunt illustrated at the blackboard his method of teaching map-drawing.

Miss F. Leonard read an original essay, subject, "Our School Days." Mr. Hudson read "God's First Temples." Miss N. Lauderdale read an original essay, subject, "Advantages of so governing children that they Obey through Respect rather than Fear." Mr. B. Marks entertained the Institute about an hour in an address on Penmanship; he illustrated his method of teaching that branch. On motion a vote of thanks was tendered Mr. Marks for the prompt and cheerful manner in which he responded to the invitation the Institute had extended to him. Adjourned to meet at the hall of the Court House, this evening, at 8 P.M.

EVENING SESSION.

The Institute met pursuant to adjournment. The President introduced Professor C. W. Hughes to the audience assembled. The Professor proceeded to deliver a lecture on Natural Philosophy. He devoted a greater part of the evening to illustrating some of the properties of the air by means of philosophical apparatus. The lecture was a success, and it gave general satisfaction to the large and appreciative audience.

Adjourned to meet at the school-house to-morrow at 9:30 A.M.

FRIDAY MORNING, June 3.

The President called the Institute to order, pursuant to ad-

journment. Exercises were opened with music and prayer. Misses Cole and Gessford were appointed critics.

Mr. A. G. Taylor, in response to a motion of invitation, delivered an address on elocution. Mrs. Taylor read "Passing Under the Rod." Miss. J. Carpenter sang a song, accompanied with chorus. Mr. B. E. Hunt read "The Boys," by O. W. Holmes.

The discussion of the following resolutions, offered by Mr. B. E. Hunt on behalf of the committee on resolutions, occupied a greater part of the remaining hour of the morning session:

Resolved, That the next session of the Napa County Institute be held at St. Helena. Adopted.

Resolved, That we have no sympathy in common with those teachers who have not sufficiont interest in education to attend and take part in the exercises of our County Institute. Adopted.

Resolved, That a frequent change of teachers is detrimental to the interests of education. Adopted.

Resolved, That corporal punishment in our schools tends to blunt the sensibilities and destroy all the finer feelings of the pupils, and does not, in the least, eradicate the evil for which it is designed, and, therefore, should never be resorted to as a means of punishment. Laid on the table.

Resolved, That we, the teachers of Napa County, deem it inexpedient to hold an examination of teachers during the sessions of the County Institute. Adopted.

Resolved, That after a full and fair trial of Eaton's Arithmetics, we, the teachers of Napa County, consider them inferior to those of Robinson. That Robinson's Arithmetics, having been the almost unanimous choice of the teachers of our State, ought to be placed on the State list instead of Eaton's.

This resolution elicited a discussion from many members of the Institute. It was adopted. On motion, the reading of other resolutions was postponed till to-morrow.

Miss Harper read "Work Away." The report of the critics was received. Adjourned to 1 P.M.

AFTERNOON SESSION.

Exercises opened with music.

On motion, the order of business was suspended that the Institute might resume the consideration of resolutions received this morning, but not yet acted upon.

Resolved, That we, the teachers of Napa County, having used Willson's Readers in our schools, have become entirely satisfied that the Third, Fourth and Fifth Readers are very poorly adapted to the teaching of reading.

After much discussion, this was adopted.

Resolved, That it is the sense of this Institute that it would be beneficial in future meetings that each teacher come prepared, or be required, to give a brief synopsis of a day's work in the school-room. Adopted.

Resolved, That each school building should be provided with separate playgrounds for the two sexes. Rejected.

Afterwards reconsidered and laid on the table.

Resolved, That no teacher should be employed in our public schools who does not design making teaching his profession, and that to this end, a clause should be introduced in the School Law prohibiting Boards of Examination from issuing certificates to any but professional teachers. Rejected.

Resolved, That no distinction should be made in the salaries paid to teachers

of the two sexes in our public schools, but that the rate of salaries should be uniform for male and female teachers. Adopted.

Mr. H. F. Moore read "The Village School of Olden Times." Mr. B. E. Hunt read "The Old Story." Miss J. Carpenter entertained the Institute with a song, accompanied with choruses.

On motion, Rev. Mr. Treferen was admitted as an honorary member of the Institute.

The following resolutions were offered by the committee on resolutions. They were unanimously adopted.

Resolved, That the thanks of this Institute are due, and are tendered to the editors of the Napa *Register* and Napa *Reporter* for publishing our daily proceedings.

Resolved, That the thanks of this Institute are due, and we tender them to our Secretaries for the very faithful manner in which they have performed their duties.

Resolved, That we tender our thanks to the Board of School Trustees for the use of the public school building during the sessions of our Institute.

Resolved. That the thanks of this Institute are due to Miss Thompson, Mr. Taylor and Mr. Hunt, for the active part which they have taken in the discussions.

Resolved, That the thanks of this Institute are due to our worthy Superintendent, Mr. G. W. Ford, for his kindness and affability to all members of this Institute.

Resolved, That the members of this Institute do sincerely thank Mr. O. P. Fitzgerald, State Superintendent, Mr. Bernhard Marks and Prof. C. W. Hughes, for their very able lectures delivered before this Institute.

Resolved, That the thanks of this Institute are due to Miss Fannie Jacks for her valuable services at the piano forte.

In compliance with an invitation from the Institute Prof. E. Knowlton delivered a very pleasing address, relating principally, to the every day work of teachers. At the close of his remarks the following was adopted:

Resolved, That the members of this Institute tender their thanks to Prof. E. Knowlton for his excellent and practical remarks.

The report of the critics was received.

After a few congratulatory remarks from the President, the Institute adjourned to the hall of the court-house at 8 P.M.

EVENING SESSION.

The President called the meeting to order. Exercises opened with music and singing. Prof. E. Knowlton and Miss Holbrook were introduced to the audience. They entertained the vast concourse of people present with readings and recitations of a varied character, from the grave and solemn to the witty and humorous.

On motion the Institute adjourned.

BENNETT YARNALL, Secretary.

PROGRESS.—The English House of Commons has passed a bill taking away the disabilities of woman in regard to suffrage. A bill has been offered in the House of Lords creating a tax for the support of public schools and compelling children by law to attend school. The world progresses.

NORMAL TRACT ON COMMON FRACTIONS.

BY BERNHARD MARKS.

In the following examples the fractions may be most conveniently divided by multiplying their denominators, and multiplied by multiplying their numerators.

e. $\frac{2}{3}$ of $\frac{4}{5}$ = what?

OPERATION.

$$\frac{\overset{8}{\cancel{4}\cdot}}{\underset{15}{\cancel{5}\cdot}} \times \frac{2\cdot}{\cancel{3}\cdot}$$

SOLUTION.

$$\frac{4}{5} \times \frac{1}{3} = \frac{4}{5} \div 3 = \frac{4}{15}$$
$$\frac{4}{5} \times \frac{2}{3} = \frac{4}{15} \times 2 = \frac{8}{15}$$

[To be read, $\frac{1}{3}$ of $\frac{4}{5} = \frac{4}{5}$ divided into 3 equal parts, or $\frac{4}{15}$. $\frac{2}{3}$ of $\frac{4}{5} = 2$ times $\frac{4}{15}$, or $\frac{8}{15}$.]

According to the solution, to find $\frac{1}{3}$ of $\frac{4}{5}$, we must divide it by 3, which gives $\frac{4}{15}$. We cancel the *now useless* denominators, 3 and 5, and write instead of the latter the new de nominator, 15. To find *two* thirds of $\frac{4}{5}$, we multiply $\frac{1}{3}$ of it, or $\frac{4}{15}$, by two, which makes it $\frac{8}{15}$. We cancel the now useless numerators, 2 and 4, and write, instead of the latter, the new numerator 8.

WRITTEN.

$\frac{3}{4}$ of $\frac{5}{6}$ = what? Of $\frac{5}{7}$? Of $\frac{7}{8}$? Of $\frac{9}{10}$? Of $\frac{11}{14}$? Of $\frac{3}{4}$?
$\frac{5}{7}$ of $\frac{2}{3}$ = what? Of $\frac{1}{2}$? Of $\frac{1}{3}$? Of $\frac{5}{7}$? Of $\frac{10}{11}$? Of $\frac{25}{31}$?
$\frac{3}{10}$ of $\frac{10}{11}$ = what? Of $\frac{21}{25}$? Of $\frac{2}{5}$? Of $\frac{1}{2}$? Of $\frac{19}{20}$? Of $\frac{33}{4}$?

NOTE.—If the class, on account of being too young, is not prepared to take this case, it may be omitted, as all the examples under it may be solved by preceding operations.

In the following examples, the judgment of the pupil is to be exercised in using *Division* as much as possible:

f. $\frac{25}{6}$ of $\frac{9}{10}$ = what?

OPERATION.

$$\frac{\overset{15}{\cancel{3}\cdot}\ \overset{9}{\cancel{9}\cdot}}{\underset{20}{\cancel{10}\cdot}\ \underset{4}{\cancel{20}\cdot}} \times \frac{\overset{5}{\cancel{25}\cdot}}{\underset{2}{\cancel{6}\cdot}}$$

SOLUTION.

$$\frac{9}{10} \times \frac{1}{6} = \frac{9}{10} \div 6 = \frac{9}{10} \div (3 \times 2) =$$
$$\frac{3}{10} \div 2 = \frac{3}{20}$$
$$\frac{9}{10} \times \frac{25}{6} = \frac{3}{20} \times 25 = \frac{3}{20} \times 5 \times 5 =$$
$$\frac{3}{4} \times 5 = \frac{15}{4}$$

[To be read, $\frac{1}{6}$ of $\frac{9}{10} = \frac{9}{10}$ divided into 6 equal parts, or $\frac{9}{10}$ divided by 2 times $3 = \frac{3}{10} \div 2 = \frac{3}{20}$.
$\frac{25}{6}$ of $\frac{9}{10} = 25$ times $\frac{3}{20} = 5$ times 5 times $\frac{3}{20} = 5$ times $\frac{3}{4} = \frac{15}{4}$.]

According to the solution, we find $\frac{1}{6}$ of $\frac{9}{10}$ by dividing it by 3 and by 2. Canceling the whole divisor 6, and writing in its place the partial divisor 2, which we are not yet ready to use, we divide by 3 by canceling the numerator 9, and writing the new numerator 3 in its stead. Canceling the other divisor 2, and dividing $\frac{3}{10}$ by it, we cancel the now useless denominator 10, and write the new denominator 20 in its place.

To find $\frac{25}{6}$ of $\frac{3}{10}$, we must multiply $\frac{3}{30}$ by 25, or 5 times 5. Canceling the whole multiplier 25, and writing in its place the partial multiplier 5, which we are not yet ready to use, we multiply $\frac{3}{20}$ by 5, cancel the now useless denominator 20, and write in its stead the denominator just found, 4. Lastly, we cancel the remaining multiplier 5, and multiply $\frac{3}{4}$ by it by canceling the numerator 3, and writing the new numerator 15 in its place.

WRITTEN.

$\frac{3}{8}$ of $\frac{4}{6}$ = what? $\frac{6}{10}$ of $\frac{4}{9}$? $\frac{4}{9}$ of $\frac{6}{10}$? $\frac{2}{3}$ of $\frac{3}{4}$? $\frac{2}{3}$ of $\frac{9}{10}$?
$\frac{8}{9}$ of $\frac{6}{40}$ = what? $\frac{6}{35}$ of $\frac{10}{12}$? $\frac{10}{12}$ of $\frac{6}{35}$? $\frac{7}{12}$ of $\frac{12}{35}$? $\frac{14}{15}$ of $\frac{12}{21}$?
$\frac{9}{5}$ of $\frac{10}{18}$ = what? $\frac{9}{15}$ of $\frac{10}{18}$? $\frac{5}{14}$ of $\frac{21}{25}$? $\frac{14}{15}$ of $\frac{25}{28}$? $\frac{4}{5}$ of $\frac{25}{8}$?

g. $\frac{1}{3}$ of $7\frac{1}{3}$ = what?

OPERATION.

$$3\,)\,7\tfrac{1}{3}$$
$$2\tfrac{4}{9}$$

WRITTEN.

$\frac{1}{4}$ of $9\frac{1}{3}$ = what? Of $9\frac{3}{8}$? Of $14\frac{1}{5}$? Of $25\frac{3}{8}$? Of $25\frac{1}{5}$?
$\frac{1}{5}$ of $17\frac{3}{4}$ = what? Of $20\frac{1}{3}$? Of $4\frac{1}{6}$? Of $4\frac{2}{6}$? Of $1\frac{1}{2}$?

h. $\frac{2}{3}$ of $7\frac{1}{3}$ = what?

OPERATION.

$$3\,)\,7\tfrac{1}{3}$$
$$2\tfrac{4}{9}$$
$$2$$
$$4\tfrac{8}{9}$$

SOLUTION.

$7\frac{1}{3} \times \frac{1}{3} = 2\frac{4}{9}$
$7\frac{1}{3} \times \frac{2}{3} = 2\frac{4}{9} \times 2 = 4\frac{8}{9}$

WRITTEN.

$\frac{3}{4}$ of $9\frac{1}{3}$ = what? Of $9\frac{3}{8}$? Of $14\frac{1}{5}$? Of $25\frac{3}{5}$? Of $25\frac{1}{3}$?
$\frac{4}{5}$ of $17\frac{3}{4}$ = what? Of $20\frac{1}{3}$ Of $4\frac{1}{6}$? Of $4\frac{2}{6}$? Of $1\frac{1}{2}$?
$\frac{7}{8}$ of $29\frac{2}{3}$ = what? Of $48\frac{3}{4}$? Of $93\frac{1}{5}$? Of 125? Of $1\frac{2}{3}$?

i and *j*. $\frac{2}{3}$ of $2\frac{2}{3}$ = what?

OPERATION.

$2\frac{2}{3} \times \frac{2}{3}$

$\frac{16}{3} \times \frac{2}{3}$

SOLUTION.

$2\frac{2}{3} \times \frac{2}{3} = \frac{8}{3} \times \frac{2}{3}$

$\frac{8}{3} \times \frac{1}{3} = \frac{8}{9}$

$\frac{8}{3} \times \frac{2}{3} = \frac{8}{9} \times 2 = \frac{16}{9} = 1\frac{7}{9}$

WRITTEN.

$\frac{2}{3}$ of $3\frac{1}{3}$ = what? Of $4\frac{1}{4}$? Of $5\frac{1}{4}$ Of $8\frac{2}{5}$? Of $10\frac{1}{5}$?
$3\frac{1}{3}$ times $\frac{2}{3}$ = what? $4\frac{1}{4}$ times $\frac{2}{3}$? $5\frac{1}{4}$ times $\frac{2}{3}$? $8\frac{2}{5}$ times $\frac{2}{3}$?
$2\frac{1}{2}$ times $1\frac{1}{3}$ = what? $1\frac{1}{2}$ times $1\frac{1}{2}$? $2\frac{2}{3}$ times $2\frac{5}{8}$? $2\frac{1}{2}$ times $3\frac{1}{5}$?
$7\frac{3}{5}$ times $\frac{5}{3}$ = what? $\frac{5}{38}$ times $7\frac{3}{5}$? $\frac{4}{14}$ of $5\frac{1}{4}$? $5\frac{1}{4}$ times $\frac{4}{14}$?

14.

a and *b*. $\frac{1}{3}$ is contained in $\frac{2}{3}$ how many times?

SOLUTION.

$$\frac{2}{3} \div \frac{1}{3} = 2 \div 1 = 2.$$

[To be read, $\frac{1}{3}$ is contained in $\frac{2}{3}$ as many times as 1 is contained in 2, etc.]

MENTAL.

$\frac{3}{4} \div \frac{1}{4} = ?$ $\frac{3}{4} \div \frac{3}{4}$? $\frac{4}{5} \div \frac{2}{5}$? $\frac{4}{5} \div \frac{4}{5}$? $\frac{6}{7} \div \frac{2}{7}$? $\frac{6}{7} \div \frac{3}{7}$? $\frac{6}{7} \div \frac{6}{7}$?

$\frac{8}{10} \div \frac{1}{10} = ?$ $\frac{8}{1} \div \frac{2}{10}$? $\frac{8}{10} \div \frac{4}{10}$? $\frac{8}{11} \div \frac{8}{11}$? $\frac{12}{15} \div \frac{3}{15}$? $\frac{12}{15} \div \frac{4}{15}$? $\frac{15}{3} \div \frac{5}{3}$?

$\frac{16}{20} \div \frac{2}{20} = ?$ $\frac{16}{20} \div \frac{1}{20}$? $\frac{16}{20} \div \frac{4}{20}$? $\frac{16}{20} \div \frac{8}{20}$? $\frac{16}{20} \div \frac{16}{20}$? $\frac{16}{25} \div \frac{4}{25}$? $\frac{20}{21} \div \frac{10}{21}$?

$\frac{3}{4} \div \frac{2}{4} = ?$ $\frac{4}{5} \div \frac{3}{5}$? $\frac{5}{6} \div \frac{2}{6}$? $\frac{5}{6} \div \frac{3}{6}$? $\frac{8}{9} \div \frac{5}{9}$? $\frac{12}{15} \div \frac{5}{15}$? $\frac{13}{15} \div \frac{3}{15}$?

$\frac{18}{19} \div \frac{5}{19} = ?$ $\frac{21}{24} \div \frac{5}{24}$? $\frac{21}{24} \div \frac{8}{24}$? $\frac{25}{30} \div \frac{4}{30}$? $\frac{25}{30} \div \frac{6}{30}$? $\frac{31}{40} \div \frac{7}{40}$? $\frac{30}{40} \div \frac{8}{40}$?

c, *d* and *e*. $\frac{1}{3}$ is contained in 1 how many times?

SOLUTION.

$$1 \div \frac{1}{3} = \frac{3}{3} \div \frac{1}{3} = 3 \div 1 = 3.$$

[To be read, $\frac{1}{3}$ is contained in 1 as many times as $\frac{1}{3}$ is contained in $\frac{3}{3}$, or as 1 is contained in 3, etc.]

MENTAL.

$2 \div \frac{1}{3} = ?$ $3 \div \frac{1}{4}?$ $3 \div \frac{2}{5}?$ $3 \div \frac{4}{5}?$ $5 \div \frac{2}{3}?$ $5 \div \frac{6}{7}?$
$1\frac{1}{3} \div \frac{1}{3} = ?$ $1\frac{1}{3} \div \frac{2}{3}?$ $2\frac{2}{3} \div \frac{2}{3}?$ $3\frac{1}{3} \div \frac{1}{3}?$ $3\frac{1}{3} \div \frac{2}{3}?$ $23\frac{1}{2} \div \frac{1}{2}?$
$4\frac{1}{2} \div \frac{1}{2} = ?$ $2\frac{1}{4} \div \frac{3}{4}?$ $2\frac{3}{4} \div \frac{3}{4}?$ $3\frac{3}{4} \div \frac{3}{4}?$ $6\frac{3}{7} \div \frac{5}{7}?$ $6\frac{3}{7} \div \frac{9}{7}?$
$2\frac{2}{3} \div 1\frac{1}{3} = ?$ $3\frac{3}{4} \div 1\frac{1}{4}?$ $3\frac{3}{4} \div 2\frac{1}{4}?$ $3\frac{3}{5} \div 1\frac{1}{5}?$ $4\frac{3}{5} \div 1\frac{2}{5}?$ $5\frac{1}{2} \div 2\frac{1}{2}?$

15.

a. $\frac{1}{3}$ is contained in 2 how many times?

OPERATION.		SOLUTION.
2	[1 is contained, etc.]	$2 \div 1 = 2$
3	[$\frac{1}{3}$ is contained, etc.]	$2 \div \frac{1}{3} = 2 \times 3 = 6$
6		

MENTAL AND WRITTEN.

$3 \div \frac{1}{3} = ?$ $3 \div \frac{1}{4}?$ $3 \div \frac{1}{5}?$ $4 \div \frac{1}{6}?$ $2 \div \frac{1}{10}?$ $5 \div \frac{1}{7}?$
$8 \div \frac{1}{8} = ?$ $9 \div \frac{1}{9}?$ $7 \div \frac{1}{9}?$ $13 \div \frac{1}{9}?$ $27 \div \frac{1}{9}?$ $100 \div \frac{1}{9}?$
$46 \div \frac{1}{10} = ?$ $25 \div \frac{1}{10}?$ $30 \div \frac{1}{10}?$ $49 \div \frac{1}{15}?$ $53 \div \frac{1}{20}?$ $128 \div \frac{1}{25}?$

b. $\frac{2}{3}$ is contained in 2 how many times?

OPERATION.		SOLUTION.
2		$2 \div 1 = 2$
3		$2 \div \frac{1}{3} = 2 \times 3 = 6$
$2\overline{)6}$	[One-half of, etc.]	$2 \div \frac{2}{3} = 6 \times \frac{1}{2} = 3$
3		

WRITTEN.

$3 \div \frac{2}{3} =$ what? $3 \div \frac{3}{4}?$ $4 \div \frac{3}{5}?$ $4 \div \frac{4}{5}?$ $6 \div \frac{2}{5}?$ $6 \div \frac{3}{4}?$ $6 \div \frac{5}{6}$
$8 \div \frac{2}{6} =$ what? $8 \div \frac{5}{6}?$ $10 \div \frac{3}{7}?$ $12 \div \frac{5}{7}?$ $20 \div \frac{5}{9}?$ $25 \div \frac{9}{10}?$ $31 \div \frac{10}{11}?$
$10 \div \frac{5}{6} =$ what? $15 \div \frac{5}{7}?$ $15 \div \frac{6}{7}?$ $49 \div \frac{7}{8}?$ $49 \div \frac{8}{11}?$ $80 \div \frac{20}{21}?$
$80 \div \frac{20}{2}?$
$99 \div \frac{11}{12} =$ what? $125 \div \frac{5}{8}?$ $125 \div \frac{6}{7}?$ $1200 \div \frac{3}{4}?$ $1346 \div \frac{15}{20}$
$2040 \div \frac{2}{3}?$

16.

These fractions should be divided by dividing their numerators, and multiplied by dividing their denominators.

a. $\frac{2}{3}$ is contained in $\frac{8}{9}$ how many times?

OPERATION.	SOLUTION.
$\frac{8}{9} \div \frac{2}{3}$	$\frac{8}{9} \div 1 = \frac{8}{9}$
	$\frac{8}{9} \div \frac{1}{3} = \frac{8}{9} \times 3 = \frac{8}{3}$
	$\frac{8}{9} \div \frac{2}{3} = \frac{8}{3} \times \frac{1}{2} = \frac{4}{3} = 1\frac{1}{3}$

WRITTEN.

$\frac{4}{9} \div \frac{2}{3}$? $\frac{6}{12} \div \frac{3}{4}$? $\frac{3}{8} \div \frac{3}{4}$? $\frac{10}{21} \div \frac{2}{3}$? $\frac{10}{21} \div \frac{5}{7}$? $\frac{15}{22} \div \frac{3}{11}$? $\frac{15}{22} \div \frac{5}{2}$?

$\frac{25}{32} \div \frac{5}{8}$? $\frac{25}{32} \div \frac{5}{16}$? $\frac{30}{49} \div \frac{5}{7}$? $\frac{30}{49} \div \frac{6}{7}$? $\frac{18}{25} \div \frac{3}{5}$? $\frac{18}{25} \div \frac{9}{25}$? $\frac{17}{21} \div \frac{17}{13}$?

$\frac{49}{50} \div \frac{7}{10}$? $\frac{48}{49} \div \frac{6}{7}$? $\frac{75}{81} \div \frac{5}{9}$? $\frac{75}{81} \div \frac{5}{27}$? $\frac{75}{81} \div \frac{25}{27}$? $\frac{26}{27} \div \frac{13}{9}$? $\frac{39}{40} \div \frac{13}{20}$?

$\frac{7}{8} \div \frac{7}{8}$? $\frac{7}{8} \div \frac{1}{4}$? $\frac{18}{21} \div \frac{2}{3}$? $\frac{18}{21} \div \frac{1}{7}$? $\frac{18}{21} \div \frac{2}{7}$? $\frac{18}{21} \div \frac{3}{7}$? $\frac{19}{20} \div \frac{1}{10}$?

SEPARATION OF THE SEXES IN SCHOOLS.

EDITORS TEACHER:—It is suggested by P. in the June number of the CALIFORNIA TEACHER, that since it is *known* to be much more difficult to manage, train and discipline a class of boys than girls, it would be justice to give that rare woman who *can*, (with certainty of wearing out sooner, and with an occasional change to girl classes to save her health,) succeed in managing boys, better pay than one of the schoolmarms who are competent to manage girls.

Does this P. mean that he has acquired his familiarity with the subject in some unenlightened part of the world where they have separate schools and class rooms for boys and girls? If so, we will suggest that he consolidate his schools, assuring him that by so doing he will retard the wearing out process in his most valuable teachers. The state owes to every boy and girl facilities for educating themselves. The State provides for their instruction in common classes Is it not an exceptional case where a lady teacher is employed to take charge of classes composed exclusively of boys?

There *may* be doubts about its being more difficult to manage, train and discipline boys than girls. There is nothing wearisome in the simple act of imparting knowledge to others; on the contrary, it is a delight. The weariness and the wearing is found in the continued effort required to keep the minds of the pupils on the lesson; to control their attention and excite their interest; to make them see clearly and see for themselves. To a tired teacher a poor lesson is more wearing than a multitude of questions prompted by real interest.

Now, in studies pursued in public schools, and in the questions of the day, which come under the head of general information, it is my belief that the girls can have, ought to have, and some of them do have as much interest as the boys.

It is not because of any natural mental inability, but because of dwarfing influences that the 'might be' is not more generally realized. We may be thankful that every day it is more generally realized.

But at least one experience has failed to prove that it is easier to interest (and through that interest manage, discipline and train) girls than boys. B.

REPORT OF PUPLIC SCHOOLS.

ROLL OF HONOR.

TEMBLEDERA SCHOOL, *Monterey county.* A. Rodgers, teacher. For month of May, 1870:

Jane Mullis, Mary Preston, Carrie Ashley, Millard Drumm, Henry C. Drumm, Rufus Copeland, John McIntire, Douglass Mullis.

CASTROVILLE SCHOOL, *Monterey county.* W. T. Clay, Principal, Miss M. A. Carter, Assistant. For month of May, 1870.

Caroline Tidrow, Sarah Austin, Lillian Bragg, Willie Ruggles, Cora Etta Buzzell, Carrie Buzzell, Sarah Bryan, Robert Condon, Stella Tolman, Frances Gates, Eugene Kidd.

Primary Department. Louisa Bryan, Ione Cunningham, Nellie Gates, Iduvijes Urquidez, Jessie Tolman, Sarah Toole, Mary Kidd, Susan Bandy, Nancy Bandy, Annie Barry, Osmond Condon, Charles Bragg, Solomon Urquidez, Oliver Hildreth, William Bandy, Edward Forest, John Forest.

TODD'S VALLEY PUBLIC SCHOOL, *Placer county.* E. H. Humphrey, Teacher. For month ending April 29th, 1870:

Hiram Pond, Henry Pond, Olive Pond, Lottie Pond, Albert Whiteman, Nellie Humphrey, Alice Humphrey, Ida Humphrey.

For month ending May 27th, 1870: Ella Brown, Johnny Brown, Katie Brown, Mary H. Brown, Carrie Bayles, Eddie Lowell, Mary Wolfe, Julia Shares, Albert Whiteman, Michael Burke, Edward Matlock, Lizzie Dodds, Nellie Humphrey, Alice Humphrey, Ida Humphrey, Willie Longworth, Lottie Pond, Eddie Pond, Olive Pond, Henry Pond, Hiram Pond, Willie Northwood, Minnie Northwood.

MICHIGAN BAR DISTRICT SCHOOL, *Sacramento county.* J. N. Young, Teacher. For month ending June 10th, 1870:

First Grade.—David Addington, James Heath, Edward Talbott.

Second Grade.—John Logan, Edwin Heath, Charles Hurley.

Third Grade.—Anna B. Addington, William Rader, Henry Sills.

Fourth Grade.—Edgar Hurley, William Pierson, Thomas Addington.

MILLIKIN PUBLIC SCHOOL, *Santa Clara County.* J. P. Taylor, Teacher:

First Grade—being a list of those whose average per centage for the entire term of four months, ending June, 1870, is ninety-five per cent. or upward: Clara Jackson, Emma Kenyon, Isaac Thompson, Henry Farmer, John Kenyon, Thomas Millikin, Charles Jackson, Albert Moody.

Second Grade—being eighty-five per cent. or upward: Flora Thompson, Sarah Moody, Mattie Thompson, Annie Thompson,

Maggie Millikin, Mary Glendenning, Margaret Glendenning, Hattie Jones, Mary McCabe, Mary Johnson, Mary Hayes, Ella Glendenning, Charles Garside, Harvey Kenyon, Augustin Sanor, James Kenyon, Johnnie Johnson, Rhoda Hayes, Michael Hayes, Frankie Kenyon, Frank Farmer, Johnnie Sanor, Joseph Oniel, James Simpson, James Glendenning, George Moody, George Glendenning, Charles Young, James Farmer, Walter Moody, Daniel Oniel, Charlie Davis.

North San Juan Grammar School, *Nevada County.* G. W. Stoddard, Teacher. Term ending June 3, 1870:

Masters Oscar E. Hill, Willie Chapman, Harry E. Spooner, Frank Reed. Misses Kate Downey, Olive White, Mary Banks, Katie Seely.

Camptonville Public School, *Yuba County.* S. T. Black, Teacher. Month ending June 10, 1870:

Harry F. Corey, Guardy Dickinson, Jas. Wm. Groves, Valentine McMurray, Wm. Variel, Horace Eastman, Jas. Brooks, Wesley Lewis, Simon Yore.

Mary Variel, Nellie Newberry, R. A. Miller, Lizzie Crowell, Clara De Crary, Flora Variel, Nellie Miller, Jennie Price, Rosa Yore.

Plumas Public School, *Yuba County.* Joseph A. Filcher, Teacher. Term ending June 3, 1870:

Masters L. Burdick, Joseph Hollingshead, Vernon Burdick, Alfred Butterfield, Jefferson Harding, Frank Larrabee, John Lavy, Oscar Butterfield, Denny Warmstaff, Geo. Pratt.

Misses Lillian Hollingshead, Hattie Thomas, Jane Wimberly, Annie Pascol, Phebe Thomas, Caty Lavy, Laura Pratt, Eugenie Oliver, Olive Harding.

San Diego Public School, *San Diego County.* Maria M'Gilvray, Teacher:

Lily Barnett, Laura Schiller, Bertha Bush, Anna Whaley, Violet Whaley, Lorenza Serrand, Rachael Barnett, Harrietta Winter, Mary Smith, Mary Curly, Mary Connors, Maggie Stewart, Sarah Wallach, Harry Israel, Harry Schiller, Charles Solomon, George Whaley, Frank Whaley, Charles Seeley, John Hoffman, Mier Barnett.

Kingston Public School, *Fresno County.* S. H. Hill, Teacher. Term ending May 20, 1870:

Alice Wood, Bell Slinkard, Wm. Spangler, John Flood, Chas. Reynolds, Bell Phillips, Florence E. Phillips, H. L. Wood, G.L. Childers, J. A. Wood.

Lafayette Public School, *Contra Costa County;* Henry W. Fenton, Teacher. For the school month ending June 17th, 1870:

Number of boys enrolled, 26; number of girls, 23. Total number enrolled, 49. Average number belonging, 41. Aver-

age daily attendance, 37. Percentage of attendance on average number belonging, 90.

First Grade—Francis Amidon, 91; William T. Bradley, 90; Laura E. Hammett, 95; Albert E. Hodges, 95; George W. Miller, 93.

Second Grade—James Gorham, 92.

Third Grade—Frank Dunnagan, 96; Christian Lamp, 97; Henry Lamp, 96; Willie Miller, 99; Lillie Miller, 95; Frederick Shreve, 95; Louise Wetmore, 99.

Fourth Grade—Virginia E. Miller and Rhoda Jane Hodges.

For General Excellence—Christian Lamp.

STATE PRISON SCHOOL.

EDITORS TEACHER:—The following is an abstract of the report of the school and library of the State Prison of California for the month ending May 31st, 1870:

Whole number of pupils in attendance upon the school	203
No. of convicts who act as teachers	20
No. of pupils learning to read	20
No. who read and write imperfectly	64
No. who read and write well	35
No. studying primary arithmetic	27
No. " practical "	32
No. advanced in arithmetic, grammar and geography	35

Among the pupils there are 17 Chinese, 23 Spaniards and Mexicans, and 10 Indians and Negroes learning English.

The whole number of volumes in the prison library is 2,310, many of which are duplicates. During the month of May, 1,747 books were loaned from the library to 405 of the prisoners. The character of the books loaned was as follows:

Protestant religious works	140
Catholic " "	60
Travels	210
History	350
Biography	160
Science	100
Poetry	34
Romance	650
No. Spanish Books loaned	19
No. German " "	16
No. French " "	8
Daily average No. of books loaned	56

C. C. CUMMINGS, Instructor.

A TALE OF A TRUMPET.—At one of the entertainments recently given to the Duke of Edinburgh in India, an old lady was present, who, being afflicted with deafness, carried an ear trumpet. She had occasion to summon one of the table-servants, who was carrying a dish of peas, and put up her trumpet to hear his reply to her question. The unlucky *khitmutgar*, misunderstanding her wishes, instantly transferred a bountiful helping of peas into the open mouth of her acoustic instrument.—*The Graphic.*

EDITORS' DEPARTMENT.

JOINT TEACHERS' INSTITUTE FOR LAKE AND MENDOCINO COUNTIES.

THE *Clear Lake Courier* of May 21st, contains the proceedings of the Joint Teachers' Institute for Lake and Mendocino counties, held at Lakeport, commencing May 17th. Superintendents Bond and Mathews alternated in presiding. Secretaries, R. A. Morton and H. P. Williams. The following resolutions were passed, viz:

Resolved, That in employing teachers for the Public Schools, Trustees should give preference to the resident teachers of the county who possess the requisite qualifications to fill the positions.

Resolved, That where lady teachers perform the same labor as male teachers they should, in every instance, receive the same remuneration.

Resolved, That we feel grateful to our Creator for allowing us to assemble again as an Institute, and we fervently ask that his blessing may attend us while in session, as well as after we shall have adjourned, and that He will advance a cause which tends so much towards a perfect civilization.

Resolved, That we, as members of the Joint Institute of Lake and Mendocino counties, recognizing the benefits we have derived from our attendance at its several meetings, feel that, with redoubled energies, we will continue in the great work of advancing the good cause of education.

Resolved, That if schools are properly graded, teachers can control and advance double the number of pupils they can in a mixed school.

Resolved, That this Institute regards non-attendance at the meetings of Institutes as unprofessional conduct, and we think it necessary and right that County Superintendents and Boards of Examination should revoke certificates of such persons where no excuse whatever is given for such non-attendance.

Resolved, That it is the duty of the people in every district in the counties of Lake and Mendocino to construct a shool-house sufficiently large to accommodate, comfortably, all the children in the district, and to furnish the same with sufficient maps, globes, &c., to assist the teacher in his teachings and illustrations.

A Special committee on Text Books reported the following very sensible resolution, which was adopted:

We, your Committee on Text Books, beg leave to report as follows: That in consequence of the short space of time given us, we could not examine the matter as fully as should be done, and we therefore leave the matter where it properly belongs—in the hands of the State Board of Education, knowing them to be fully competent to arrange the matter. We earnestly recommend to our County Superintendents that in their correspondence with the State Board, they use their best endeavors to have school books furnished at less cost than at present.

The question: "Are Public School Exhibitions advisable?" was discussed, and the "teachers generally expressed themselves in the affirmative." Right, *perhaps*. "Corporal Punishment" was considered. The minutes say: "The teachers were unanimous

in the opinion that corporal punishment is sometimes necessary." Right, without a perhaps. Next Joint Institute for the two counties to be held in Ukiah, in May next.

SISKIYOU COUNTY TEACHERS' INSTITUTE.

THE order of exercises for the Siskiyou County Teachers' Institute, now lying before us, was particularly well chosen, and must have made an interesting and profitable session. Among the topics discussed are these: "Industrial Education," by Superintendent Godfrey; "Philosophy of Marriage, or True Manhood and Womanhood," by the same; "How to Impart Moral Lessons in Schools;" "Co-Education of the Sexes;" "Integral Education," by George H. Mitchell; "Practical Education," by Dr. T. T. Cabaniss; "How to Secure School Discipline;" "Individual Adaptability," by James H. Gilmore; "Necessity of Co-Operation between Parents and Teachers;" "Compulsory Education," by Hon. J.K. Luttrell; "Woman Suffrage," by A. Eastin; "The Evil of Tardiness, and How to Remedy It;" "Best Method of Organizing Schools;" "Object Lessons and Word-Making;" "Education Practically Viewed," by T. A. Bantz; "Woman's Mission," by Mrs. H. H. Smalley; "Best Method of Teaching Mental and Written Arithmetic." This is only a part of an inviting programme. Our friends in the mountains are evidently awake and moving. The State Superintendent failed to be present at the Siskiyou Institute only because imperative duties demanded his presence at "headquarters." He hopes to make the acquaintance of the teachers of Siskiyou and to stand on the top of Mount Shasta at some future time.

MARRIED LADY TEACHERS.

A move was made in the San Francisco Board of Education, which was thought to be inimical to the continuance of married ladies in the department. It produced a commotion of course, but the mover explained, and quiet reigns again. Our married lady teachers could not be spared. Among them are some of the ablest and most devoted members of the profession, whose past services have been invaluable. Let our single lady teachers marry—if they choose to do so. It is nobody's business but their own.

GIVE US THE METRICAL SYSTEM.

THREE reasons for its adoption in California (if it could be legally done) to the exclusion of all others:

First—A boy could make the same progress in arithmetic taught according to the Metrical System in ten months, as would, according to the existing method, take him two years and ten months to accomplish.

Second—Most articles of ordinary traffic are sold in this State by the pound—therefore its introduction would be comparatively easy.

Third—It is a *system.*

Under the first head, we make the following observations: There were, in 1869, in the State, 112,743 "census children, between five and fifteen years of age." There is little probability that the number will ever be less; on the contrary, every indication points to rapid increase. Now, in the ten months of each school year, these 112,743 children (or that number of them who have reached the study of arithmetic) would gain as much arithmetical information—to say nothing of true logical development—as they gain in all the after years of the common school course. This certainly would be a labor-saving arrangement. And there is no patent for it; perhaps if there were one, the system would, before now, have been in universal use. The wise pedagogue, of course, will use the best means in his reach to accomplish the best ends of his conception. But how discouraging it must be to toil through a quagmire—not because a macadamized road has not been built, but because it requires a slight exertion for his companions to get on the macadamized track!

On the second reason, it seems proper to say: Nature has prepared the minds and suited the conditions of Californians to receive the system. Does it not also seem that they should improve their opportunity, and lead the American mind in its adoption?

On the third reason, many comforting reflections,—as the satisfaction in the school-life and the after-school-life resulting from learning and using a system, and not a medley, might be made—but space forbids. So give us THE METRICAL SYSTEM.

IL SECRETARIO.

During the temporary absence of City Superintendent Denman, the functions of Deputy Superintendent have been discharged by George Beanston, under the provisions of the Amended School Law. This feature of the new law will greatly promote the public interest and convenience. As Secretary of the San Francisco Board of Education, Mr. Beanston has earned a most enviable reputation as a faithful and competent officer, and during his brief regency the Superintendent's official mantle was worn gracefully.

ONE THING AT A TIME.—The Secretary of a County Institute, in his note transmitting the proceedings to this office, says: "Our Institute would have been much better, had it not been divided by having an examination going on at the same time." Truthfully said.

ESTELL'S PROGRAMME CLOCK, for Schools, is a beautiful and excellent eight-day time-keeper. It is simply constructed, and can not get out of order. It is easily set to announce the times of the daily exercises of the school-room, although each exercise may differ in length from the others. It does not require changing, except as the order of exercises is changed.

In the school-room, economy of time is the secret of success. A schedule, or order of exercises, should be made out, and rigidly adhered to. Under such a system, fifty per cent. more can be accomplished than without it. To conform to it may at first require a little self-discipline on the part of the teacher; but once attained, the returns will yield tenfold on the investment.

This Clock, therefore, meets a want long felt by every earnest, practical teacher, and is welcomed with delight by every one who sees it as a real benefactor. It is manufactured by Hadley Brothers, Chicago, who warrant every clock to give satisfaction.

PIEDMONT AND ARLINGTON INSURANCE COMPANY.—A candid examination of the claims of this Company will convince any intelligent person that in addition to the usual features that characterize the best Insurance Companies, it has some features of peculiar advantage to insurers. The extraordinary success of the Piedmont and Arlington is due to these peculiar advantages, prominent among which is that of PERFECT RELIABILITY. We sincerely feel that we are doing a favor to our readers in advising them to insure in the Piedmont and Arlington, whose advertisement may be found in our pages.

Department of Public Instruction.

THE TEACHERS' EXCURSION.

We (the Senior) cannot help feeling a little tantalized in reading the accounts given in the newspapers of the good times enjoyed by the teachers who composed the Eastern Excursion Party, which left San Francisco May 28th. Everywhere they have been treated with the respect and courtesy due to their exalted profession and high personal character—with *one* exception. A Nevada editor showed his utter lack of manliness by an attack on the lady teachers belonging to the party, ridiculing their personal appearance, etc. If the wit of his article had equalled its vulgarity, it would have been worthier of a place in the California papers into which it was copied. But the republication of that scurrilous paragraph was an exceptional act. California editors, and Californians generally, honor themselves by their high appreciation of the excellent women who are so faithfully performing the arduous work of youthful instruction.

The excursionists will be gladly welcomed "home" on their return. By the way, we have a promise of "Excursion" correspondence for the Teacher from one of the sprightliest pens on the Pacific coast. We are waiting for the fulfillment of that promise.

REFORM.

Dr. Stillman proposes a measure to the San Francisco Board of Education which, if carried out, will inaugurate a salutary and sweeping reform. The proposed reform is: That candidates for positions as teachers in the department shall undergo a *competitive* examination before the City Board of Examination, and success made to depend upon scholarship and experience. It is confidently predicted by the knowing ones that this "won't work." If not, more's the pity. The need of some such measure of reform is painfully evident. Any branch of the public service in which favor, not merit, is made the basis of promotion, will deteriorate. This move of Dr. Stillman is in the right direction, and is opportune. He deserves the thanks of every friend of education for striking this first blow at a growing evil.

TEXT BOOKS.

THE choice of text books is one of the most important functions of the State Board of Education. It is also one of the most disagreeable. The Board, in acting upon this subject, very properly shows a disposition to consult the opinions of teachers. The best judge of the merits of a text book is the intelligent and conscientious teacher. But the opinions of teachers with regard to the comparative merits of text books are so diverse, that it is impossible for the Board to make a choice that will not displease some of them. Each one is likely to think that the text book he has used most is the best of ist kind. The members of the Board, therefore, must rely mainly on their own judgment in the discharge of this delicate and difficult duty. The resolution on text books, adopted by the Joint Institute for Lake and Mendocino counties, puts this matter tersely and sensibly. The members of the Board understand the responsibilities of their position, and are not afraid to meet them. (This is certainly true of the member who writes this paragraph). They are amenable to the people they represent, and not to book publishers, book agents or booksellers.

The State Board has undertaken a *real reform* in regard to text books. The objects aimed at are: To lessen the number, improve the character, and secure uniformity of the books used in our public schools. In doing this, the interests of book publishers must in some cases yield to the general good. They, and those under their influence, will complain, of course; but the Board has adopted a sound policy, and will be sustained in carrying it out firmly and judiciously. They have nothing to fear from doing right. Therefore, parties who show a disposition to intimidate the members of the Board by outside pressure may as well spare their efforts.

SAN FRANCISCO CITY BOARD OF EXAMINATION.—The following gentlemen have been elected by the Board of Education of the City of San Francisco as members of the Board of Examination for said city: Noah Flood, E. D. Humphrey, Silas White. These gentlemen are prominent teachers, all being Grammar Masters. The President of the Board of Education and the City Superintendent are *ex officio* members of the City Board of Examination.

UNIVERSITY OF CALIFORNIA.

At a meeting of the Regents of the University of California, held June 21st, several important items of business were transacted. Regents present: Governor Haight, in the chair, Holden, Fitzgerald, Hallidie, Merritt, Doyle, Stebbins, Archer, Tompkins, Butterworth, Hager, Bowie and Ralston.

Professor D. C. Gilman, of Yale College, was elected President of the University. The election of Prof. Gilman to this important position gives general satisfaction to the friends of the University. As head of the "Sheffield Scientific School" of Yale College, he has won great distinction, and placed his name alongside those of Agassiz, the Le Coutes, Hewitt, and other leaders of the "new education," in which physical science is made the chief feature.

Mr. Louis Sachs, whose term of office as a Regent had expired, was unanimously re-elected.

A proposition from the Toland Medical College for affiliation with the University was received, and referred to the Executive Committee. It is probable that the proposition will be accepted. There is, however, some rivalry among the M. Ds. that may result in embarrassing the action of the Regents. Doctors are a jealous class of men—almost as prone to quarreling among themselves as controversial preachers.

The following resolutions were passed:

Resolved, That in order to extend the advantages of the Agricultural College of the University to the largest possible number of citizens, and especially to persons practically interested in farming, fruit culture, wine making, wool growing, and stock raising, the Professor of "Agriculture, Agricultural Chemistry, and Horticultural Science" shall visit, as far as possible, all the agricultural centers of population in the State; and in every convenient neighborhood where suitable accommodation can be obtained, deliver one or more lectures, illustrated, when practicable, upon subjects connected with agriculture likely to be of most value and interest to the people of the locality. In these lectures it shall be his care to disseminate such information derived from study, from observation, from correspondence, and from general experience as will be of practical use to the farmers, fruit growers, and stock raisers of the State, having especial reference to the imparting of reliable information upon the nature and best mode of culture of such new crops, fruits, trees and vines, and the preparation of their products for market, as may be adapted to the soil and climate of California, and likely to increase the productive resources of the State. His course of lectures shall embrace the branches for which instruction is now provided in the University, viz: agriculture proper, agricultural chemistry, zoology, horticulture, geology, veterinary science, botany, rural economy, meteorology, diseases of animals and plants, foresty and all kindred subjects—it being the intention of the Regents by the course here adopted to transfer the agricultural college of the University from the closet to the field, and make its instructions of practical value to the people of the State. These lectures shall be free, and public notice shall be given of the time and place of their delivery. During his tour through the State, the

Professor of Agriculture shall carefully examine the growing crops, study their culture, noting particularly any exceptional influences calculated to improve or injure them, and communicate the results of his observations in his lectures. He shall take special pains to collect statistics of the crops, flocks and herds of the State, and shall report them from time to time for publication. He shall open communication with all local agricultural societies, and as far as possible place his services at their disposal, and deliver his instructions under their auspices.

Resolved, That the Board of Regents will take charge of, and will themselves procure, as far as possible, from all quarters, at home and abroad, rare and valuable seeds and plants, and will distribute the same, through their Secretary and Professor of Agriculture, throughout the State, among such persons as may desire to test their growth.

Resolved, That it is expedient to establish a branch of the Mechanics' Arts College of the University in the City of San Francisco, and that to this end suitable courses of free evening lectures, to be known as the "University Lectures," shall be given there by the several Professors of the University. These lectures shall be arranged and prepared with special reference to the instruction of young men engaged in mechanical, manufacturing and other industrial pursuits, in their specialities. At least two lectures per week shall be delivered, and they shall be illustrated by proper apparatus. All persons who enter themselves as regular attendants on these lectures shall be enrolled as students at large of the Mechanics' Arts College of the University, but this shall not be construed to exclude any who may desire to attend only a portion of the course.

Resolved, That the President of the University be instructed to consult with the officers of the Mechanics' Institute of San Francisco, and with them make all necessary arrangements to carry out these resolutions of the Board at as early a date as possible. The President shall prescribe the various courses of lectures, and shall assign the several Professors to duty.

Resolved, That, besides the Faculty, the Regents will engage, from time to time, such gentlemen as lecturers as have attained eminence in some branch of industrial science.

The Committee on Instruction was directed to prepare a plan for the organization of a LAW DEPARTMENT. A letter was read from Judge Crockett, of the Supreme Court, strongly urging the necessity of such a department. Justice Stephen J. Field, of the Supreme Court of the United States, was unanimously elected Professor of Law in the University. No salary is attached to this chair.

The commencement exercises of the University will take place on the 20th day of July, and the occasion will be one of extraordinary interest.

The question of establishing a Preparatory Department, under the direct control of the University Regents, is again mooted. An alternative proposition, to establish a Fifth (or probationary) Class, has been proposed by the Faculty of the University, and will probably be adopted.

There is reason to believe that a wealthy citizen of one of the Eastern States will donate about a quarter of a million dollars to our University. When this munificent donation shall have

been made, we will be proud to give the name of the University's benefactor to our readers.

STATE NORMAL SCHOOL.

The current term of the State Normal School began on the first of June, with favorable prospects. The number of pupils in attendance is 98, of whom 37 are in the Senior, and 61 in the Junior class. At no time in the history of the School has it contained a finer body of students; in *physique*, intelligence and deportment, they are all that can be wished. The teachers, after their vacation, have resumed work with a will, and are (as is meet) models of professional zeal and diligence.

Work will soon be commenced upon the new State Normal School building at San Jose. Architects are at work upon plans, and soon the walls of a beautiful and stately edifice will begin to rise on Washington Square. It is expected that the next Summer term of the School will commence in the new building. The Trustees express a purpose to push its construction with all the energy consistent with prudence and economy. The people of San Jose, proverbial for their hospitality, will give the Institution a hearty welcome, and time will (this writer thinks) fully vindicate the wisdom exhibited by the Legislature in the choice of a location.

STATE BOARD OF EDUCATION.

The State Board of Education met at the office of Superintendent Fitzgerald on Saturday, June 25th. Present: Governor Haight, in the chair, and Messrs. Lynch, Leadbetter, Furlong, Trafton, Lucky and Fitzgerald.

The object of the meeting was to elect two members of the Board to fill the vacancies occasioned by the retirement of Messrs. Swezey and Sibley, whose terms expire July 1st. Superintendent Fitzgerald nominated Whitman H. Hill, County Superintendent of El Dorado county, and William A. Robertson, of the Lincoln School, San Francisco, and they were both elected unanimously.

The regular semi-annual meeting will be held on Tuesday, July 12th.

O. P. FITZGERALD, Secretary.

STATE TEACHERS' INSTITUTE.

The State Teachers' Institute will be held during the month of September. This is in accordance with a resolution passed by the Institute at its last session. This change subserves the convenience and comfort of the country teachers, who will appreciate the cool breezes of San Francisco after the long "heated term" in the interior, while the city teachers will be much better prepared for it than they would have been in May, just before their final examinations, or in June, when needing their vacation after the exhausting labors of the session. No effort will be spared to make the approaching Institute successful. A large gathering of teachers is expected. The precise time for the meeting of the Institute will be duly announced.

COUNTY INSTITUTES.

This is "Institute season," when from the mountains to the sea the pedagogues do congregate in their annual conventions. The campaign has opened lively for the State Superintendent, he having to attend two Institutes in one week two hundred miles apart. As formerly conducted, many entertained well-founded doubts of the utility of these gatherings. But they are becoming more and more practical in their exercises, and we are convinced that their discontinuance would result in retrogression of educational interests. They stir up and keep alive the zeal of the profession, and promote that *esprit de corps* so necessary to every order.

NAVAL CADETSHIP.

Instead of selling the appointment for the cadetship in the United States Naval Academy at Annapolis, as was done by some of his *thrifty* colleagues, Hon. S. B. Axtell, one of our California Congressmen, invited candidates to a competitive examination. Admiral Goldsborough, State Superintendent O. P. Fitzgerald and Hon. A. J. Moulder were requested by Hon. Joseph Naphtaly, representing Congressman Axtell, to conduct the examination. There were twelve competitors for the prize, and the examination was thorough and rigid, lasting several days. The successful candidate was Master H. F. Holmes—a promising and noble youth, who will, we are sure, reflect credit upon Cali-

fornia, and at the same time prove that the competitive method of choice is a real reform. Master Holmes had a worthy and formidable competitor in Master Harrison Jones, who pushed him so close that the contest became quite exciting. The manner of conducting this examination and the result were gratifying to the public, and we consider this reform fairly inaugurated in California.

OUR NORMAL GRADUATES.—Extract from a letter to the Principal of the State Normal School:

"In behalf of the people of ———, it has become our duty to offer you our heart-felt thanks for recommending us Miss ——— as teacher for our school. She is a first-class teacher, the best we have ever had since our school has been started."

The lady teacher referred to in the foregoing extract was graduated from the State Normal School this year. It is gratifying to know that in almost every county in the State our Normal graduates command a premium.

SCHOOL TRUSTEES.—Section 19 of the California School Law contains the answer to a question which has recently been addressed very frequently to the State Superintendent. If, *from any cause*, the election for Trustees was not held in any District on the last Saturday in April, as required by the amended law, the County Superintendent will appoint. In case of failure on the part of the Superintendent to appoint, the present incumbents hold over.

"CIRCULAR."

DEPARTMENT OF PUBLIC INSTRUCTION,
SAN FRANCISCO, June 18, 1870.

By the action of the State Board of Education, the new Pacific coast edition of Monteith's Geographies will go into use in all the public schools of California July 1, 1870.

As special reduced rates for the introduction of these excellent books have been secured, it becomes my duty to remind school officers, and others interested, of the fact, and to notify them as to the means to be employed to make these liberal terms of introduction available.

The books to be introduced are the "Introduction," "Manual," and "Physical and Intermediate." These take the place of all others now in use.

The terms of introduction are as follows:

Monteith's "Introduction" in even exchange for Cornell's Primary; Monteith's "Manual of Geography" will be exchanged for Cornell's Primary, or Warren's "Intermediate," now in use, for fifty cents (coin); Monteith's "Physical and Intermediate" will be exchanged for Warren's "Intermediate," or Warren's "Physical," now in use, for eighty cents (coin).

Mr. Dorville Libby, the agent for the publishers, is now making arrangements for the establishment of a depot in every county in the State, where the books can be procured at the special rates agreed upon, in exchange for books now in use.

These liberal terms hold only for *three months*, and all schools not supplied by October 1, 1870, will be obliged to purchase at retail rates. The importance of prompt action is therefore obvious.

The policy of the State Board of Education is in harmony with the *unanimous* action of the State Legislature requiring uniformity of text books. This is the true policy, as all admit, and I earnestly solicit the co-operation of all school officers in carrying out this *reform*. The best books—the smallest number that will suffice—the cheapest prices that can be obtained—uniformity, so that the same book may be used in any school in the State—these are the points aimed at, and with the hearty co-operation of all concerned, they will be attained.

Very respectfully,

O. P. FITZGERALD,
Sup't Public Instruction.

STATE SERIES OF TEXT BOOKS.

[We receive many enquiries on this subject, therefore the following list is again inserted in the TEACHER.—ED. TEACHER]:

ARITHMETIC.—Eaton's Primary; Eaton's Intellectual; Eaton's Common School; Eaton's Higher. (Adopted June 8th, 1866.)

GEOGRAPHY.—The Monteith Series. (Adopted November 25th, 1869; will go into use July 1st, 1870.)

GRAMMAR.—Brown's Series, exclusive of the "Grammar of Grammars." (Adopted December 15th, 1868; will go into use July 1st, 1870.) Greene's Introduction. (Adopted June 8th, 1866.)

READERS.—Willson's Series, with Charts. (Adopted June 8th, 1866.)

PHYSIOLOGY.—Cutter's Elementary. (Adopted December 15th,

1868; will go into use July 1st, 1870.) Cutter's Larger. (Adopted.)

History of the United States.—Quackenbos' Primary and Quackenbos' Larger. (Adopted June 8th, 1866.)

Natural Philosophy.—Quackenbos' Nat. Philosophy. (Adopted June 8th, 1866.)

Algebra.—Robinson's Series. (Adopted June 8th, 1866.)

English Composition.—Quackenbos'. (Adopted June 8th, 1866.) Bonnell's. (Adopted May 21st, 1868; will go into use July 1st, 1870.)

Penmanship.—Payson, Dunton & Scribner's. (Adopted July 6th, 1869; will go into use July 1st, 1870.)

Drawing.—Burgess' National System. (Adopted July 6th, 1869; will go into use July 1st, 1870.)

Note.—All books adopted June 8th, 1866, will expire July 1st, 1870, but will remain in use, unless superseded by some other books adopted by the State Board of Education.

O. P. FITZGERALD,
Secretary State Board.

Book Table.

The Paradise of Childhood. A manual for self-instruction in Friedrich Frobel's Educational Principles, and a Practical Guide to Kinder-Gartners. By Edward Wiebe. Milton Bradley & Co.: Springfield, Mass.

What Lord Bacon did for men, Friedrich Frobel did for children. Deduction and dogmatism are the bane of every science—the first teaches man what man thinks ought to be, and the second renders him impregnable in his belief. Only facts and induction from the *facts* tell us what really is. Then, with children—let them experiment, build up with their own hands, and the spirit and habits of the philosopher *will never leave them!* Those having the charge of children, and who wish to give them the purest enjoyment with the surest means of mental cultivation, should make themselves masters of the principles of Frobel, and the workings of the modern "Kinder-Gartens." The work before us consists of Parts I, II and III, and is admirably adapted to the purpose intended.

A Catalogue of Plants Growing in the Vicinity of San Francisco. By Henry N. Bolander, (late State Botanist.) San Francisco: A. Roman & Co., Publishers, 1870.

Author and publisher deserve credit for the production of this *brochure* on The Flora of San Francisco. It has forty-three pages quarto, and is printed in fine, clear type. The "Catalogue contains the names of very nearly all the phaenogamous and cryptogamous plants found about a hundred miles north and south of San Francisco, and as far east as Mt. Diablo." The persevering industry and accurate knowledge of Mr. Bolander are apparent in every page. The particular family to which each plant belongs, its Latin Name, English Name and Natural Habitat are given.

The Herald of Health.—This journal discusses in clear, simple and practical language the vital questions pertaining to the health, comfort and personal well-being of man. It is good in kind and cheap in price, $2 per annum. Wood & Holbrook, New York.

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REQUISITES FOR ADMISSION.

To secure admission to the Junior Class, applicants must pass a written examination on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

Arithmetic—Eaton's Higher.
English Grammar—Brown's.
Geography—Monteith's.
Reading—Willson's Readers.
Orthography—Willson's.
Moral Lessons—Cowdery's.
Geometry—Marks' Elements.

JUNIOR CLASS—*Second Session.*

Algebra—Robinson's Elementary.
English Grammar—Brown's, and Greene's Analysis.
Rhetoric—Boyd's.
Physiology—Cutter's.
U. S. History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's.
Natural Philosophy—Steele's.
General Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

SENIOR CLASS—*First Session.*

Arithmetic—reviewed.
Algebra—reviewed.
Physiology—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Natural Philosophy—Quackenbos'.
Rhetoric—Boyd's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's Double Entry.

SENIOR CLASS—*Second Session*

Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2. To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

GENERAL INFORMATION.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Books for reference will be supplied by the School.

Good boarding can be obtained in private families at from twenty-five to thirty-five dollars per month.

REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year.

The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June.

CALENDAR FOR 1870–71.

First Session begins June 1st, 1870.
First Session ends October 7th, 1870.
Fall vacation, one week.
Second Session begins October 17th, 1870.
Second Session ends March 11th, 1871.

For additional particulars, address

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I. -- Colburn's Arithmetic.

Intellectual Arithmetic upon the Inductive Method of Instruction. By Warren Colburn, A. M. In one volume, 16mo, half bound, 40 cents.

No man among us has contributed so much to a correct method of studying mathmetics as the lamented Colburn. I have no hesitation in saying that his books are not only *the best in this country*, but, so far as my information extends, *the best in the world*. The "First Lessons" are above all praise.—*Thomas Sherwin, late Master of the English High School, Boston.*

Everything I have seen confirms me in the opinion which I early formed, that "Colburn's Arithmetic" is the *most original* and far the *most valuable* work upon the subject that has yet appeared. Where it has been used, and *properly* used, in a school, I find an intelligence and readiness in the processes of mental arithmetic which I look for in vain in cases where the instruction has been conducted upon principles foreign to those which Mr. Colburn introduces.—*George B. Emerson.*

II. -- Paradise Lost.

Milton's Paradise Lost. With Explanatory Notes, prepared under the advice and with the assistance of Professor Torrey of Harvard University. In one volume, 16mo, cloth, $1.25; full gilt, $1.75.

Having used "Paradise Lost" as a class-book for several years, and knowing well the great faults of the common editions, I could not but be pleased with the assurance which Professor Torrey's name gives of a correct text and a judicious punctuation. In these two most important particulars, as well as in the full but brief and very intelligible notes, I find the care and learning of the editor manifest, without ostentation, on almost every page. It will no doubt be the favorite edition in all schools and reading classes.—*James Jennison, Teacher in Elocution at Harvard College.*

III. -- The Riverside Magazine.

The Riverside Magazine for Young People. An illustrated monthly, of 48 double columned 8vo pages. Subscription, $2.50 per year. Liberal allowance to clubs and schools.

As a stimulus to reading, an educator in taste, and an ever fresh reading book, no magazine ranks so high as the "Riverside."

"The Riverside" takes the lead and bears off the palm of all publications for the young in the country.—*Educator and Pennsylvania Teacher.*

There is no trash in this Magazine.—*Illinois Teacher.*

IV. -- Gilman's First Steps.

First steps in English Literature. By Arthur Gilman, A. M. In one volume, 16mo, uniform with "Paradise Lost."

This work, now in press, to be issued in the Summer of 1870, has been prepared to meet the demand for a hand-book which can be mastered by the young scholar. Attention is confined to the prominent names only in literature, and great care has been trken to divide the subject into such natural periods, that the student's memory shall be helped by the classification, and not burdened with artificial distinctions; the groupings of the subject is one of the marked features of the book.

☞Correspondence is invited with reference to any of the above. Hurd and Houghton's General Catalogue will be sent free on receipt of postage to any address. Any or all of the above books will be sent free on receipt of price.

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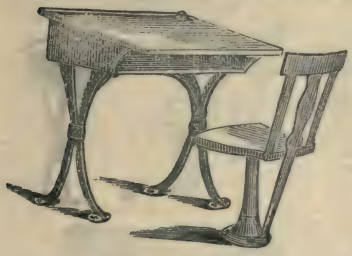

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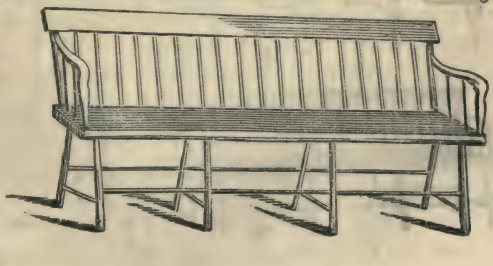

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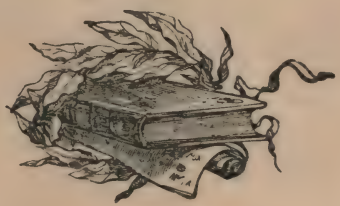

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THE TEACHERS' EXCURSION.

AS SUFFERED BY A LITTLE GIRL.

GETTING READY.

My sister Abigail says she "hates" to take me round with her, but she doesn't hate to take me a bit more than I hate to go, and I often have told her so; it always makes me feel real good to tell Abigail that.

I suppose everybody knows that Abigail is a school-teacher —her scholars know it, you had better believe, and I know it, too; but after I graduate from the High School, I am not going to be bossed by her, or anybody else, for I have stood it so long now that I am afraid to move without she tells me which way to go. Abigail thinks "bossed" is an awful word, but I tell her it is not half so bad as the action; and besides, I heard that Jack Robinson, whom she thinks is so nice, say five times as bad words as that, when he found that he had walked up Bush street four blocks with an April-fool stringer pinned to his coat-tail. How I *did* laugh when he found it out, for I pinned it there, and he knew it, and so did Abigail. I *always* hated that Jack Robinson, he is *so* mean, and always pats me on the head, and calls me "Sissy!" Oh, my! I think he is horrid!

Well, when my sister decided to go East on the Teachers' Excursion, mother said she had to take me; she did not want to, of course, and wanted to know what was the use of my pok-

ing along everywhere she went. I wanted to know, too; and what do you think mother said?

"My dear," (mother always calls Abigail "my dear;" just think of it!) "My dear," says mother, "I think it will improve and mature her mind to see the world, and be in your company."

That made me mad, but of course I couldn't say a word; and when I had done up the dishes, and put Dicky and Nellie and Mary Ella and the twins to bed, and done up the rest of the chores, I found that it was settled that I should go East with Abigail, and wear my old linen dress for a travelling dress, although Abigail was going to have a new one.

Not a day passed from that time to the 28th of May, the day we were to start, that I was not perfectly miserable; every old dud was pulled out and washed, and turned and fixed up, but nobody thought of buying anything new for me; and if I suggested such a thing, which I did pretty often, I was told to hold my tongue, and reminded of how much my ticket cost. Finally, I had a good cry, and told mother I had much rather stay at home than go among my relations looking like a washerwoman, and be twitted every day about a little money.

By this means I got two new dresses, and Abigail had to take a good talking to, which gave me fully as much pleasure as the dresses.

Everybody who knew anything about it, and lots of folks who did not, told us we must take a lunch-basket. From the very moment I heard it mentioned I knew that more misery was in store for me; I knew Abigail too well to suppose that she would carry a lunch-basket when I was along, although I guess I hate lugging a basket as much she does. She bought one that she called "splendid," and it was so awful big that I do believe you could have put both the twins in without squeezing.

They say "Bread is sweet that is earned by the sweat of your brow," or something of that kind, and I suppose that is the reason why those cakes and biscuits and things tasted so good on the cars; for not only did my brow sweat, but my nose, too, and my arms ached like everything. One drop of sweetness in my bitter cup was that Abigail had to carry the valise.

When we went to Donner Lake, it was much worse, for although the lunch-basket is far heavier than the valise—yet then I had to carry the valise, and she did not carry anything; all she did was to shake herself and talk to that horrid Jack Robinson.

STARTING OFF.

We were up about daylight on the morning of the 28th of May, though I couldn't see any use in it, and I was so tired I did not know what to do; however, Abigail would not give me any peace, and so I got up to get rid of hearing her scold. As soon as I got up, all the young ones woke up, and I had to fly round, and dress the twins, and button up the clothes of all the rest;

then, after I had tied the shoes, washed the faces, and combed the hair all round, I heard Abigail calling me to breakfast through her nose, and wondering what in the world I was about.

I saw that Abigail was excited, so I got rather excited too, and knocked my cup of coffee over, on to the clean table-cloth; so everybody took turns in scolding me, and nobody said a word to Abigail, though I thought she was as much to blame as I was. If I had not seen that she was excited, I never would have knocked the coffee over. However, after a while, we got all ready, and sat down in the parlor, to wait for the hack to come; we had not waited long, before in walked Mr. Jack Robinson and Miss Robinson to say "Good-bye" to Abigail, and pat me on the head. I managed to dodge Mr. Jack's pat, and just growled out "Good-bye" as ugly as I could, but I had to grin and bear it, when Miss Robinson kissed me and told me "To be a good little girl, and not give my dear sister any trouble." When the hack came, I jerked up the basket, and was about to start off without any fuss, but the first thing I knew Abigail caught me in her arms, and began hugging me like anything; in mistake, I suppose, for either Miss Robinson or Jack; when she found it was me, she dropped me like a hot potato, but I was so out of breath, that I couldn't move.

Such a time saying "Good-bye," I never saw.

First, she kissed the children all round, just as if she had always washed and dressed them, and taken care of them instead of me; it is my opinion that that was just a show-off for Jack Robinson, but I don't think she deceived him much, for the children looked so scared and astonished that he could see they were not used to it. Then she kissed father "Good-bye" and went through a lot of palaver about her affections; but Pa is like me, and don't like any fuss, so he just kissed her once, and said, as cool as could be, "There, that'll do, Abby, Good-bye."

Then, she took Ma in hand; then, Miss Robinson; and at last, I declare if she didn't kiss that Jack Robinson. I did not know which I pitied the most.

Then she grabbed her valise, and ran down the steps, jumped into the carriage before the driver could help her, and sitting down in one corner, she covered her face with both her hands.

I should have thought she would have wanted to, after that last performance, I'm sure. I thought there had been kissing enough, so I picked up my basket, said "Good-bye, all!" and was starting off, when Pa stopped me, slipped something into my hand, and whispered in my ear, "Don't let Abby see that."

It was a ten dollar green-back, as I found out afterwards.

There was a terrible crowd on the wharf, all pushing and scolding and scowling; and I was perfectly miserable with that great basket; moreover, I lost Abigail.

Now, I never pretended to any love for Abigail which I didn't feel, but I *did* feel bad to lose her when she had my ticket in

her pocket, and they would not let us on to the boat without one. However, it was all right, for Abigail was on the other side of the fence, and, as I pushed up, despairingly, she held up my ticket to the man, and pulled me through.

THE SCENERY.

I had a headache, but I looked out of the window all the way, hoping to see something worth looking at on the route from Oakland to Sacramento; but, for once, I thought Abigail, who went to sleep on her shawl, was much the more sensible of the two, for the scenery all the way, except through the Livermore Mountains was "flat, stale, and unprofitable," as it says in our Reading-book.

The cars were so crowded that we had to sleep two in a berth, an arrangement which I did not at all relish, for I am in the habit of sleeping alone, and Abigail is not at all agreeable in her sleep, no more than she is when awake. We had an upper berth, and the two gentlemen who had the lower berth did make me laugh; they were strangers to each other, that was plain, and they were certainly two of the fattest mortals I ever saw. I could not see how they were going to sleep in one narrow berth, and I guess they could not either, by the way they eyed each other; they stood it until we got to Ogden, when I believe and sincerely hope they got other accommodations.

After we left Sacramento the scenery began to grow wilder and grander; and, though I had been over the route once before, I thought it was well worth looking at; so, when we began to go up the mountains, my heart expanded and I woke Abigail up, and asked her if she did not want to look at the scenery.

She gave me an awful look, but the car was too full for her to say anything, and she just dropped off to sleep again without a word.

After a while we took out our lunch-basket to eat some supper, and while we were commencing a few delicious doughnuts mother made for us, a gentleman cried out "Cape Horn!" I wanted to see that great mountain side once more, so I went out and stood on the platform for some time, and enjoyed it very much; but when I went back, I found that Abigail had been mean enough to finish every doughnut.

Yet, when she goes back, she will tell everybody how delightful the mountain scenery is, and how very much she enjoyed it. We did not see the Great Tunnel over the Summit, for it grew dark soon after we left Cape Horn, and we went to bed; going to bed in an upper berth on the cars, is about the same as going to bed in a trunk.

THE NOBLE RED MAN.

We saw quite a number of Indians when we passed through the Humboldt Valley, but they did not remind me of the heroes in Cooper's Novels at all; the men were low and frightful enough,

but the women were worse. For once Abigail and I agreed that these creatures were barely on a level with dogs.

The women came up with their wretched children strapped to their backs and hanging to their clothes, and many of the teachers went out to look at them, but Abigail and I looked the other way.

When we arrived at Fremont, a few miles from Omaha, we saw two quite fine-looking Shoshone Indians on the platform near the station, and I thought I would like to get out of the car and look at them. I knew Abigail's disposition too well to say a word to her, but I slipped out quietly, and walked up. "Do you want to shake hands with the Indians, Sis?" said a nice-looking man to me, as I walked toward them.

If there is anything in the world that will ruffle my temper it is being called "Sis"!! so I guess I didn't give the man a very sweet look when I said, "Yes, sir." The Indians smiled on me very graciously, although I don't think they had the most winning look in the world, and both of them shook hands with me, and then gave me a ferocious look and muttered, "Ten cents" in deep bass tones.

I was so scared that I believe I should have given them my ten dollar bill, if the nice-looking man had not pulled out some small script and given them.

I wanted to see some real wild Indians on the plains, but the Government will not allow them within five miles of the track, so we missed that sensation.

THE DEVIL'S SLIDE.

I presume Weber and Echo Cañons were settled originally by the Old Boy, for one can still see his castle, his chimney, his gate, his slide and his children. Only we don't have to visit Echo Cañon to see the last mentioned.

The Union Company put on an Observation-car at Ogden, so, directly after we began to get toward the Wahsatch Mountains the school-marms, and others who smuggled themselves in, under that name, filed out and looked,—*not* at the scenery, but at each other. I caught one of them slily fingering my dress to see if there was any cotton in it; I looked right straight at her, but, oh my! how innocent she did look.

We had not been out there long before it began to snow, and all those who were delicate, or pretended they were, like Abigail, went back into the sleeping-car. I was very glad of this, for it left more room, and relieved me of Abigail's eternal nagging about being careful. The scenery is splendid, all the way through the two Cañons; in passing over the Sierras we look *down*, but in going through these two Cañons we look *up* at the mountains.

They seem to be actually piled, one on another; in one place I counted seven, one above another, just like steps, and all covered with a dazzling, white mantle of snow; the snow falling on

us and around us, made us feel as though we were going home "to the States;" and we got sociable and I had a real nice time as Abigail wasn't there.

When we got to the Devil's Slide, some gentlemen and ladies threw bouquets of wild flowers into the car labeled: "To the Lady School-marms of California, from John Jones, quarryman. Picked near the Devil's Slide, Weber Cañon, U. T." At least the one I saw was labeled so. The teachers in the car divided the flowers up among themselves, and as I was on the spot, I managed to get some, but Abigail took them away from me, and pressed them for herself, which is just like Abigail.

I cannot say that I admired the Slide very much; as a curiosity it is all very well, but I would much rather the Old Boy amused himself, in that way, than I.

It is a kind of a gutter of stone extending right up and down the mountain side in an unbroken line, and certainly looks to be a very unpromising place for a slide, but I suppose he likes it. I meant to write more, but my horrid Aunt Jerusha who is just like Abigail, for all the world, keeps calling to me to come down and hull strawberries, so I will have to tell about the rest of the Devil's possessions in another letter, and sign myself an unhappy and imposed upon, LITTLE GIRL.

WHAT WE WANT.

No subject has been more thoroughly or more frequently eliminated than the education of youth. Its resulting advantages have been glowingly portrayed; and the respectability, grandeur and glory of the teacher's office have been duly magnified. Its advantages no one has had the presumption to question; upon its respectability every public speaker, in addressing teachers' assemblies, has favorably expatiated — every petite pedantic pedagogue, in his little Institute essay, has found some corner in which to assert it—every itinerant teacher has sought occasion to boast of it—and without doubt it is true. Nevertheless the sad truth remains, that the teacher and the teacher's office are held in contempt by the masses of society. What we want, then, is to remove the indifference, the pitying condescension, the contempt every day manifested toward a system freighted with so great possibilities, and toward its servants. This is absolutely necessary, for until it is accomplished our public schools cannot become a success. No enterprise can achieve more than a moiety of good when held in light esteem. What shall we expect, then, of the schoolmaster—than whose, no profession is more honorable, but than whom no one is more despised?

The importance to the child of making the real equal the ideal must be patent to all. To the teacher, it, and it only, can give that feeling of self-respect and equality which constitutes the

free, bold, vigorous and efficient instructor; and, without it, the citizen tax-payer is casting bread upon the water, that shall return to him no more.

Will not, then, our teachers stop prating about the honorableness of their profession, and seek to make others understand and appreciate it? Will they not dismount for the time each his hobby, and choose this for his Pegasus? In the place of some new text-book, or new theory, let us have a new sermon, a new essay, or a new story, couched in such terms that the people will read it. Let it make the teacher something else than a fifth wheel in society; let it elevate him to his proper dignity. Every other profession has had its writers, its novelists, who have come to its rescue, and claimed for it, and won, the respect of mankind. Why should not this have fared as well? Every other profession boasts of its honorable leaders. Why should this boast only of those whom it has cast out, to become bright examples elsewhere?

O, Generous Public—are not we responsible for this great wrong? Have we not committed to boys, and girls, and invalids, responsibilities which grown men and women, strong and experienced, should perform? Is it not our own shortsightedness, and our own parsimoniousness, that has committed to inferior persons superior trusts? Is it honorable, then, in us to despise the deliberate work of our own hands? No; let us make the profession of pedagogues be in fact what it is in theory, and let us make a high position in its ranks more honorable than any elsewhere. L.

NORMAL TRACT ON COMMON FRACTIONS.

BY BERNHARD MARKS.

These fractions cannot be conveniently operated upon as those preceding:

$\frac{2}{3}$ is contained in $\frac{5}{7}$ how many times?

OPERATION.

$$\frac{\overset{15}{\cancel{5}}}{\underset{14}{\cancel{7}}} \div \frac{\overset{2}{\cancel{3}}}{\cancel{3}}$$

SOLUTION.

$$\frac{5}{7} \div 1 = \frac{5}{7}$$

$$\frac{5}{7} \div \frac{1}{3} = \frac{5}{7} \times 3 = \frac{15}{7}$$

$$\frac{5}{7} \div \frac{2}{3} = \frac{15}{7} \times \frac{1}{2} = \frac{15}{14}$$

[See note under operation *e*.]

WRITTEN.

$\frac{3}{4} \div \frac{2}{3}$? $\frac{3}{5} \div \frac{2}{3}$? $\frac{4}{5} \div \frac{3}{4}$? $\frac{2}{3} \div \frac{3}{4}$? $\frac{3}{4} \div \frac{5}{6}$? $\frac{2}{3} \div \frac{1}{2}$? $\frac{5}{6} \div \frac{3}{7}$?

$\frac{12}{17} \div \frac{5}{8}$? $\frac{15}{22} \div \frac{14}{17}$? $\frac{19}{20} \div \frac{1}{5}$? $\frac{19}{20} \div \frac{4}{5}$? $\frac{25}{31} \div \frac{13}{15}$? $\frac{36}{40} \div \frac{7}{9}$? $\frac{45}{49} \div \frac{22}{25}$?

In operating upon the following fractions it is desirable to resolve the multipliers and divisors into component factors. These cases should be given to pupils only when they are well advanced. The examples under them may all be dealt with by the preceding operations.

$\frac{1}{21}$ is contained in $\frac{15}{28}$ how many times?

OPERATION. SOLUTION.

$$\frac{\overset{45}{\cancel{15}\cdot}}{\underset{4}{\cancel{28}\cdot}} \div \frac{1}{\underset{3}{\cancel{21}\cdot}}$$

$$\frac{15}{28} \div 1 = \frac{15}{28}$$

$$\frac{15}{28} \div \frac{1}{21} = \frac{15}{28} \times 21 =$$

[To be read, 3 times 7 times $\frac{15}{28}$.]

$$\frac{15}{28} \times 7 \times 3 =$$

$$\frac{15}{4} \times 3 = \frac{45}{4}$$

WRITTEN.

$\frac{9}{10} \div \frac{1}{6}$? $\frac{8}{9} \div \frac{1}{6}$? $\frac{9}{10} \div \frac{1}{15}$? $\frac{7}{8} \div \frac{1}{12}$? $\frac{11}{12} \div \frac{1}{9}$? $\frac{11}{12} \div \frac{1}{30}$?

$\frac{13}{15} \div \frac{1}{20}$? $\frac{13}{15} \div \frac{1}{25}$? $\frac{17}{30} \div \frac{1}{20}$? $\frac{17}{30} \div \frac{1}{12}$? $\frac{17}{30} \div \frac{1}{25}$? $\frac{1}{2} \div \frac{1}{4}$?

$\frac{10}{21}$ is contained in $\frac{15}{28}$ how many times?

OPERATION. SOLUTION.

$$\frac{\overset{9}{\overset{45}{\cancel{15}\cdot}}}{\underset{8}{\underset{4}{\cancel{28}\cdot}}} \div \frac{\overset{2}{\cancel{10}\cdot}}{\underset{3}{\cancel{21}\cdot}}$$

$$\frac{15}{28} \div 1 = \frac{15}{28}$$

$$\frac{15}{28} \times \frac{1}{21} = \frac{15}{28} \times 21 =$$

$$\frac{15}{28} \times 7 \times 3 =$$

$$\frac{15}{4} \times 3 = \frac{45}{4}$$

$$\frac{15}{28} \div \frac{10}{21} = \frac{45}{4} \times \frac{1}{10} =$$

$$\frac{45}{4} \div 10 =$$

$$\frac{45}{4} \div (5 \times 2) =$$

$$\frac{9}{4} \div 2 = \frac{9}{8} = 1\frac{1}{8}$$

WRITTEN.

$\frac{6}{35} \div \frac{10}{21}$? $\frac{15}{28} \div \frac{6}{20}$? $\frac{20}{21} \div \frac{15}{14}$? $\frac{20}{21} \div \frac{12}{21}$? $\frac{20}{21} \div \frac{12}{14}$? $\frac{25}{26} \div \frac{10}{13}$?

$\frac{35}{36} \div \frac{14}{27}$? $\frac{35}{36} \div \frac{21}{20}$? $\frac{35}{36} \div \frac{7}{18}$? $\frac{40}{49} \div \frac{30}{21}$? $\frac{40}{49} \div \frac{24}{35}$? $\frac{2}{3} \div \frac{4}{9}$?

b and *c*. $\frac{2}{5}$ is contained in $1\frac{1}{3}$ how many times?

OPERATION.

$1\frac{1}{3} \div \frac{2}{5}$

$\frac{10}{20}$

$\frac{4}{3} \div \frac{2}{5}$

SOLUTION.

$1\frac{1}{3} \div \frac{2}{5} =$

$\frac{4}{3} \div \frac{2}{5}$

$\frac{4}{3} \div 1 = \frac{4}{3}$

$\frac{4}{3} \div \frac{1}{5} = \frac{4}{3} \times 5 = \frac{20}{3}$

$\frac{4}{3} \div \frac{2}{5} = \frac{20}{3} \times \frac{1}{2} = \frac{10}{3}$

WRITTEN.

$4\frac{2}{3} \div \frac{1}{2}$? $3\frac{3}{4} \div \frac{2}{3}$? $5\frac{1}{2} \div \frac{3}{4}$? $6\frac{2}{3} \div \frac{3}{5}$? $8\frac{3}{4} \div \frac{4}{7}$? $5\frac{1}{2} \div \frac{9}{10}$?

$4\frac{2}{3} \div 2\frac{1}{3}$? $3\frac{3}{4} \div 1\frac{1}{4}$? $5\frac{1}{2} \div 1\frac{2}{3}$? $7\frac{1}{3} \div 2\frac{3}{4}$? $4\frac{3}{5} \div 5\frac{1}{2}$? $1\frac{1}{2} \div 3\frac{1}{2}$?

17.

a. $\frac{3}{6} =$ how many $\frac{1}{2}$?

OPERATION.

$\frac{1}{3}$

$\frac{6}{2}$

SOLUTION.

$\frac{1}{2} = \frac{1}{6} \times 3$

$\frac{3}{2} \times \frac{1}{3} = \frac{1}{2} = \frac{3}{6}$

It is required to change $\frac{3}{6}$ to halves. Cancel the denominator 6, and substitute the *required* denominator 2. We have now $\frac{3}{2}$. According to the solution, $\frac{1}{2}$ equals 3 times $\frac{1}{6}$, wherefore, $\frac{1}{3}$ of $\frac{3}{2}$, or $\frac{1}{2}$, equals $\frac{3}{6}$. Or, thus: Because $\frac{1}{2}$ is 3 times $\frac{1}{6}$, there should be only $\frac{1}{3}$ as many halves as there were sixths, or $\frac{1}{2}$ to equal $\frac{3}{6}$.

WRITTEN.

$\frac{3}{9} =$ how many $\frac{1}{3}$? $\frac{6}{9}$? $\frac{4}{12}$? $\frac{8}{12}$? $\frac{12}{12}$? $\frac{5}{15}$? $\frac{10}{15}$? $\frac{12}{18}$? $\frac{6}{18}$?

$\frac{5}{10} =$ how many $\frac{1}{2}$? $\frac{4}{8}$? $\frac{2}{4}$? $\frac{6}{12}$? $\frac{12}{12}$? $\frac{8}{4}$? $\frac{14}{4}$? $\frac{7}{14}$? $\frac{9}{6}$?

$\frac{6}{8} =$ how many $\frac{1}{4}$? $\frac{9}{12}$? $\frac{6}{12}$? $\frac{3}{12}$? $\frac{10}{20}$? $\frac{15}{20}$? $\frac{5}{20}$? $\frac{12}{16}$? $\frac{8}{16}$?

Change $\frac{8}{12}$ to $\frac{1}{6}$. $\frac{4}{6}$ to $\frac{1}{3}$. $\frac{8}{12}$ to $\frac{1}{3}$.

Change $\frac{4}{8}$ to $\frac{1}{4}$. $\frac{2}{4}$ to $\frac{1}{2}$. $\frac{4}{8}$ to $\frac{1}{2}$.

Change $\frac{6}{12}$ to $\frac{1}{6}$. $\frac{3}{6}$ to $\frac{1}{2}$. $\frac{6}{12}$ to $\frac{1}{2}$.

Change $\frac{4}{12}$ to $\frac{1}{6}$. $\frac{2}{6}$ to $\frac{1}{3}$. $\frac{4}{12}$ to $\frac{1}{3}$.

Change $\frac{6}{18}$ to $\frac{1}{9}$. $\frac{3}{9}$ to $\frac{1}{3}$. $\frac{6}{18}$ to $\frac{1}{3}$.

Change $\frac{6}{18}$ to $\frac{1}{6}$. $\frac{2}{6}$ to $\frac{1}{3}$. $\frac{6}{18}$ to $\frac{1}{3}$.

Change $\frac{12}{18}$ to $\frac{1}{9}$. $\frac{6}{9}$ to $\frac{1}{3}$. $\frac{12}{18}$ to $\frac{1}{3}$.

Change $\frac{10}{20}$ to $\frac{1}{4}$. $\frac{2}{4}$ to $\frac{1}{2}$. $\frac{10}{20}$ to $\frac{1}{2}$.

Change $\frac{8}{20}$ to $\frac{1}{10}$. $\frac{4}{10}$ to $\frac{1}{5}$. $\frac{8}{20}$ to $\frac{1}{5}$.

Change $\frac{8}{24}$ to $\frac{\cdot}{12}$. $\frac{4}{12}$ to $\frac{\cdot}{6}$. $\frac{2}{6}$ to $\frac{\cdot}{3}$. $\frac{8}{24}$ to $\frac{\cdot}{3}$.
Change $\frac{12}{36}$ to $\frac{\cdot}{18}$. $\frac{6}{18}$ to $\frac{\cdot}{6}$. $\frac{2}{6}$ to $\frac{\cdot}{3}$. $\frac{12}{36}$ to $\frac{\cdot}{3}$.
Change $\frac{12}{60}$ to $\frac{\cdot}{30}$. $\frac{6}{30}$ to $\frac{\cdot}{10}$. $\frac{2}{10}$ to $\frac{\cdot}{5}$. $\frac{12}{60}$ to $\frac{\cdot}{5}$.
Change $\frac{36}{60}$ to $\frac{\cdot}{30}$. $\frac{18}{30}$ to $\frac{\cdot}{10}$. $\frac{6}{10}$ to $\frac{\cdot}{5}$. $\frac{36}{60}$ to $\frac{\cdot}{5}$.

Change $\frac{3}{6}$ to $\frac{\cdot}{2}$. $\frac{1}{2}$ to $\frac{\cdot}{6}$. $\frac{5}{10}$ to $\frac{\cdot}{2}$. $\frac{1}{2}$ to $\frac{\cdot}{10}$.
Change $\frac{6}{9}$ to $\frac{\cdot}{3}$. $\frac{2}{3}$ to $\frac{\cdot}{9}$. $\frac{6}{8}$ to $\frac{\cdot}{4}$. $\frac{3}{4}$ to $\frac{\cdot}{8}$.
Change $\frac{15}{21}$ to $\frac{\cdot}{7}$. $\frac{5}{7}$ to $\frac{\cdot}{21}$. $\frac{15}{20}$ to $\frac{\cdot}{4}$. $\frac{3}{4}$ to $\frac{\cdot}{20}$.

b. Change $\frac{1}{2}$ and $\frac{2}{3}$ to $\frac{\cdot}{6}$.

OPERATION.

$\frac{3}{1\cdot}$ $\frac{4}{2\cdot}$
$\frac{\cdot}{2\cdot}$ $\frac{\cdot}{3\cdot}$
$\frac{}{6}$ $\frac{}{6}$

SOLUTION.

$\frac{1}{6} = \frac{1}{2} \times \frac{1}{3}$
$\frac{1}{6} \times 3 = \frac{3}{6} = \frac{1}{2}$.
$\frac{1}{6} = \frac{1}{3} \times \frac{1}{2}$
$\frac{2}{6} \times 2 = \frac{4}{6} = \frac{2}{3}$

To change $\frac{1}{2}$ to $\frac{\cdot}{6}$, cancel the denominator 2, and write in its stead the *required* denominator. We have then $\frac{1}{6}$. According to the solution, $\frac{1}{6} = \frac{1}{3}$ of $\frac{1}{2}$; wherefore 3 times $\frac{1}{6}$, or $\frac{3}{6}$, $= \frac{1}{2}$. Or, thus: Because $\frac{1}{6}$ is only $\frac{1}{3}$ of $\frac{1}{2}$, there must be 3 times as many sixths as there were halves, or $\frac{3}{6}$, to equal $\frac{1}{2}$.

To change $\frac{2}{3}$ to $\frac{\cdot}{6}$, cancel the denominator 3 and write in its stead the *required* denominator 6. We have now $\frac{2}{6}$. According to the solution, $\frac{1}{6} = \frac{1}{3}$ of $\frac{1}{3}$; wherefore, 2 times $\frac{2}{6}$, or $\frac{4}{6}$, $= \frac{2}{3}$. Or, thus: Because $\frac{1}{6}$ is only $\frac{1}{2}$ of $\frac{1}{3}$, there must be 2 times as many sixths as there were thirds, or $\frac{4}{6}$, to equal $\frac{2}{3}$.

WRITTEN.

Change $\frac{2}{3}$ and $\frac{3}{4}$ to $\frac{\cdot}{12}$. $\frac{2}{3}$ and $\frac{3}{5}$ to $\frac{\cdot}{15}$.
Change $\frac{1}{2}$ and $\frac{4}{5}$ to $\frac{\cdot}{10}$. $\frac{3}{4}$ and $\frac{3}{5}$ to $\frac{\cdot}{20}$.

Change $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ to $\frac{\cdot}{12}$. $\frac{2}{3}$, $\frac{3}{4}$ and $\frac{1}{2}$ to $\frac{\cdot}{12}$.
Change $\frac{4}{5}$, $\frac{1}{2}$ and $\frac{2}{3}$ to $\frac{\cdot}{30}$. $\frac{5}{6}$, $\frac{2}{3}$ and $\frac{3}{4}$ to $\frac{\cdot}{24}$.
Change $\frac{5}{6}$ and $\frac{3}{4}$ to $\frac{\cdot}{24}$. To $\frac{\cdot}{12}$. $\frac{2}{6}$ and $\frac{7}{10}$ to $\frac{\cdot}{60}$. To $\frac{\cdot}{30}$.
Change $\frac{1}{2}$ and $\frac{3}{4}$ to $\frac{\cdot}{8}$. To $\frac{\cdot}{4}$. $\frac{5}{6}$ and $\frac{2}{3}$ to $\frac{\cdot}{18}$. To $\frac{\cdot}{6}$.
Change $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{5}{6}$ to $\frac{\cdot}{18}$. To $\frac{\cdot}{12}$. To $\frac{\cdot}{6}$.
Change $\frac{8}{10}$, $\frac{3}{5}$, $\frac{1}{2}$ and $\frac{13}{20}$ to $\frac{\cdot}{100}$. To $\frac{\cdot}{40}$. To $\frac{\cdot}{20}$.
Change $\frac{8}{10}$, $\frac{3}{5}$, $\frac{12}{20}$ to $\frac{\cdot}{5}$. To $\frac{\cdot}{10}$. To $\frac{\cdot}{20}$. To $\frac{\cdot}{40}$.
Change $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$ to $\frac{\cdot}{2}$. $\frac{4}{6}$, $\frac{1}{3}$, $\frac{8}{12}$ to $\frac{\cdot}{3}$. To $\frac{\cdot}{6}$. To $\frac{\cdot}{12}$.

18.

a. $\frac{1}{2} + \frac{3}{4} + \frac{2}{3} + \frac{5}{6} =$ what?

OPERATION.

$$\frac{6\cdot}{1\cdot}{}^{\cdot}_{\cdot}\frac{}{2\cdot}{}^{\cdot}_{12} + \frac{9\cdot}{3\cdot}{}^{\cdot}_{\cdot}\frac{}{4\cdot}{}^{\cdot}_{12} + \frac{8\cdot}{2\cdot}{}^{\cdot}_{\cdot}\frac{}{3\cdot}{}^{\cdot}_{12} + \frac{10\cdot}{5\cdot}{}^{\cdot}_{\cdot}\frac{}{6\cdot}{}^{\cdot}_{12} = \frac{33}{12} = 2\frac{9}{12} = 2\frac{3}{4}$$

WRITTEN.

$\frac{2}{3}+\frac{3}{4}$? $\frac{1}{2}+\frac{1}{3}$? $\frac{1}{2}+\frac{1}{3}+\frac{1}{4}$? $\frac{2}{3}+\frac{5}{6}+\frac{1}{2}$? $\frac{2}{3}+\frac{5}{6}+\frac{3}{4}$? $\frac{9}{10}+\frac{19}{20}$?
$\frac{3}{5}+\frac{3}{4}+\frac{9}{10}$? $\frac{4}{5}+\frac{7}{10}+\frac{1}{2}$? $\frac{3}{7}+\frac{3}{4}+\frac{11}{14}$? $\frac{1}{2}+\frac{2}{3}+\frac{1}{4}$? $\frac{2}{3}+\frac{3}{4}+\frac{4}{5}$?
$\frac{7}{8}+\frac{1}{4}+\frac{1}{2}$? $\frac{5}{8}+\frac{3}{4}+\frac{7}{8}+\frac{1}{2}$? $\frac{4}{5}+\frac{9}{10}+\frac{13}{20}+\frac{3}{5}$? $\frac{8}{25}+\frac{1}{15}$? $\frac{5}{7}+\frac{5}{8}$?
$\frac{5}{6}+\frac{2}{3}+\frac{2}{6}+\frac{1}{3}$? $\frac{3}{7}+\frac{11}{14}+\frac{5}{7}+\frac{9}{14}$? $\frac{18}{20}+\frac{9}{10}+\frac{7}{20}+\frac{4}{5}$? $\frac{17}{31}+\frac{2}{5}$?

b. $3\frac{1}{2}+\frac{3}{4}+19+7\frac{1}{3}$ = what?

OPERATION.

$$\begin{array}{r} 3 \\ 19 \\ 7 \\ \hline 29 \\ 1\frac{7}{12} \\ \hline 30\frac{7}{12} \end{array}$$

$$\frac{6\cdot}{1\cdot}{}^{\cdot}_{\cdot}\frac{}{2\cdot}{}^{\cdot}_{12} + \frac{9\cdot}{3\cdot}{}^{\cdot}_{\cdot}\frac{}{4\cdot}{}^{\cdot}_{12} + \frac{4\cdot}{1\cdot}{}^{\cdot}_{\cdot}\frac{}{3\cdot}{}^{\cdot}_{12} = \frac{19}{12} = 1\frac{7}{12}$$

WRITTEN.

$8\frac{2}{3}+9\frac{3}{4}$? $7\frac{1}{2}+13+6\frac{1}{3}$? $1\frac{1}{3}+21\frac{1}{3}+46+\frac{1}{4}$? $11\frac{2}{3}+\frac{5}{6}+9\frac{1}{2}$?
$18\frac{9}{10}+17\frac{19}{20}$? $\frac{3}{5}+58\frac{3}{4}+13\frac{7}{10}$? $25\frac{4}{5}+9\frac{7}{10}+\frac{1}{2}+75$? $31\frac{5}{7}+8\frac{3}{4}+\frac{11}{14}$?
$27\frac{3}{4}+27\frac{1}{5}+27\frac{2}{3}$? $125\frac{7}{8}+346\frac{3}{4}+140+1\frac{1}{2}$? $36\frac{11}{15}+45\frac{21}{25}$?
$25\frac{7}{13}+49\frac{1}{2}+86$? $7\frac{11}{15}+\frac{3}{5}+19+20\frac{1}{2}$? $356\frac{5}{8}+100\frac{3}{7}$?

c. $8\frac{1}{2}-3\frac{3}{4}$ = what?

OPERATION.

$$\begin{array}{r} 8\frac{1}{2}\cdot\ \frac{2}{4} \\ 3\frac{3}{4} \\ \hline 4\frac{3}{4} \end{array}$$

WRITTEN.

$9\frac{1}{3}-4\frac{1}{2}$? $8\frac{2}{3}-5\frac{1}{2}$? $10\frac{1}{2}-9\frac{2}{3}$? $7\frac{3}{4}-6\frac{7}{8}$? $14\frac{4}{5}-4\frac{9}{10}$?
$23\frac{7}{10}-22\frac{3}{5}$? $46\frac{19}{21}-23$? $7-1\frac{1}{2}$? $13-4\frac{3}{4}$? $18\frac{2}{3}-11\frac{3}{4}$?
$10\frac{1}{2}-3\frac{4}{5}$? $25\frac{3}{4}-24\frac{4}{5}$? $30\frac{7}{15}-\frac{7}{20}$? $56\frac{11}{15}-46\frac{22}{30}$? $\frac{7}{10}-\frac{7}{15}$?
$18\frac{5}{6}-9\frac{1}{3}$? $13\frac{1}{3}-11\frac{5}{6}$? $20\frac{5}{7}-19\frac{1}{3}$? $\frac{1}{3}-\frac{1}{7}$? $\frac{2}{3}-\frac{2}{7}$?
$\frac{11}{12}-\frac{3}{4}$? $\frac{11}{12}-\frac{7}{8}$? $\frac{11}{12}-\frac{9}{10}$? $25\frac{1}{3}-17\frac{1}{7}$? $25\frac{1}{7}-17\frac{1}{3}$?
$8\frac{2}{3}-7\frac{1}{6}$? $1-\frac{15}{16}$? $\frac{7}{8}-\frac{21}{24}$? $100\frac{1}{2}-10\frac{1}{2}$.

SONOMA COUNTY TEACHERS' INSTITUTE.

In compliance with a provision of the School Law, the teachers of Sonoma County met in convention on the 28th of June. The meeting was called to order by Superintendent Jones.

At the request of Superintendent Jones, Mr. A. L. Fitzgerald, Deputy State Superintendent, consented to act as President of the meeting.

The following Vice Presidents were elected : Professor J. W. Anderson, Charles King, ex-Superintendent Ames, Professor W. A. C. Smith and Mrs. J. E. Woodworth.

A. C. McMeans, Miss Jennie Duncan, Henry Woods, Henry Young and H. Z. Morris were elected Secretaries.

The following standing committees were appointed: On Order of Exercises—J. W. Anderson, Charles King, Mrs. Woodworth and John Goss. On Resolutions—Professor Smith, Charles King and H. Z. Morris. By-Laws—Messrs. King, Anderson and Maxwell. Music—Messrs. Sanborn, Haven, Goss, Van Slyke and Lane. Text Books—Messrs. King, Anderson and McMeans.

An organization then having been effected, Professor Fitzgerald delivered the opening address on the subject of Institutes. He pointed out the principal objects designed to be accomplished by the Institute, namely: An imparting to the teacher knowledge of the philosophy of his profession, and the establishment of a common sympathy between teachers and people.

On re-assembling in the afternoon, the following resolutions were adopted:

Resolved, That the session of this Institute be from 9 to 12 o'clock A.M. and from 2 to 5 o'clock P.M.; and that the presiding officer call to order and adjourn this body according to the provisions of this resolution.

Resolved, Further, that no person be allowed to speak longer than six minutes, except by permission from the Institute; nor to speak a second time till all who desire have had an opportunity to speak.

After the passage of these, Professor Knowlton gave some select readings, which were both instructive and amusing.

This was followed by a discussion of the following theme: "To what extent does the teacher's example influence his pupils?" This subject was discussed by Messrs. Anderson, Smith, King, Miss Millington, the Superintendent and a number of other teachers.

Following this was an essay on the "Powers of the Mind," by John Goss.

On Tuesday evening, Professor Fitzgerald delivered a very entertaining lecture on the subject—"The Coming Teacher."

On Wednesday morning, an essay on the subject of English Grammar was read by Mr. Van Slyke, during the course of which he called the attention of teachers to the use of diagrams in imparting a knowledge of the analysis of sentences.

This essay was favorably commented on by Professor Smith and others.

The afternoon of Wednesday was mostly occupied by Professor Knowlton, in giving a practical illustration of his method of teaching elocution.

This was followed by a general discussion of the various methods of teaching reading.

In connection with the subject of reading, Mr. King called the attention of the teachers to the subject of definition, and gave an illustration of his method of teaching it.

The following gentlemen were elected new corresponding members of the Institute: Mr. Henderson, Mr. Young, Mr. Stoney, Elder Luke and Elder Johnson.

The following honorary members were elected: Professor Lippitt, Mr. Mock, Rev. Mr. Cunningham.

On Wednesday evening, Professor Knowlton entertained a large audience for several hours with "Select Readings," which was one of the most pleasant features of the Institute.

On Thursday afternoon, an essay was read by D. W. Ballow, after which Professor Smith delivered a lecture on the subject of "Class Recitations," which was discussed by Messrs. King, Van Slyke and Anderson. Professor Hutten also addressed the meeting on the same subject, followed by Messrs. Cunningham, Sanborn, Magrow and Johnson. An explanation of the formation of the Hindoo figures was then given by Professor Johnson, of Sonoma.

The following resolution was offered by Mr. Shaw:

Resolved, That the County Superintendent be respectfully solicited to hold the next session of the Institute at the city of Petaluma.

A motion to lay the resolution on the table was carried.

On Friday morning the Institute met at 10 o'clock.

Judge Langdon entertained the Institute for half an hour on the "Approaches to Manhood and Womanhood." Following this was a lecture on the subject of "Penmanship," by Professor Marks, of San Francisco.

The following resolution was introduced and adopted:

Resolved, That the members of this Institute recommend to the State Board of Education such works in reading, spelling and arithmetic as may better conduce to the interests of the schools in this State.

The resolution of Professor Smith, that the State Board of Education be requested to banish Eaton's arithmetic from our public schools, was adopted.

The following resolutions were adopted:

First—That Willson's Readers and Spellers be banished from our schools.

Second—That we recommend McGuffey's series of readers.

Third—That we recommend the adoption of Robinson's series of arithmetics by the State Board of Education.

On re-assembling at 2 o'clock, Professor Marks delivered an admirable lecture on the subject of "School Morals." After this, the following resolutions were adopted:

Resolved, That we take pleasure in expressing our appreciation of the efforts made by our worthy Superintendent, G. W. Jones, Esq., to render the present session of our Institute interesting to all; and it also affords us great satisfaction to congratulate him upon the merited success that has attended his endeavors.

Resolved, That we are gratified to avail ourselves of an opportunity for expressing our unanimous thanks to those visitors from abroad, who have kindly shared with us in the labors of this session; especially would we allude to our worthy Deputy State Superintendent, A. L. Fitzgerald, Esq., and also to the distinguished teachers from San Francisco, Professors Knowlton and Marks, hereby tendering them that true gratitude which emanates from a just appreciation of the valuable instruction that their sound judgment and ripe experience render them so eminently qualified to impart.

Resolved, That we recognize the obligations which we owe to the friends of education in our midst, who, by their presence, have magnified the dignity of the Institute, and by their influence and words have largely contributed to the accomplishment of its worthy object.

Resolved, That the members of the Sonoma County Institute respectfully solicit the County Superintendent to announce that its next regular session will occur on or before the 30th day of May, 1871.

After which the Institute adjourned *sine die*.

A. C. MCMEANS, Secretary.

NEVADA COUNTY TEACHERS' INSTITUTE.

The regular annual session of this body commenced on Tuesday, June 28th, and was continued for three days. The Institute convened in the Assembly Hall of the Washington School House, Nevada City. The attendance was good, more than fifty teachers being present.

The Institute was called to order at 10½ o'clock Tuesday morning by the County Superintendent, A. Morse, M. A. Joseph Leggett, M. A., Principal of the Grass Valley High School, was elected Vice President; and Mr. J. A. Ford, Secretary. After the adoption of a Constitution, and the appointment of Committees on Resolutions, Text books, and Introduction, the Institute adjourned until 1½ o'clock.

The first exercise of the afternoon session was an address by the Superintendent, in which he gave his opinion of the excellencies and faults of the schools of Nevada county, as seen in his official visits, with suggestions to the younger teachers as to the best method of classifying and arranging a school, and securing order and discipline. Mr. J. B. Watson, of Forest Springs, then conducted a class-exercise in Arithmetic. A lively discussion ensued, calling out the expression of many original and valuable ideas. So much interest was evinced, that the entire afternoon was occupied in the consideration of this branch.

In the evening the Rev. C. V. Anthony, of Grass Valley, delivered an eloquent and practical lecture on the subject of "Professional Teachers."

The exercises of Wednesday morning commenced with prayer

by Rev. A. Parker, of Nevada. Some excellent vocal music followed. Mr. T. B. White, B.A., Principal of the Nevada Grammar School, introduced a discussion upon Geography, in the course of which attentive teachers picked up many a "new wrinkle" concerning this interesting study. Miss E. M. Dresser, of Bear River, then read an admirable essay upon "Object Teaching." The essay was received with great applause, and gave rise to a most profitable and entertaining exchange of opinions.

Mr. Leggett opened the afternoon session by reading an essay on "The Relation of our High Schools to the University." It was a most thoughtful and noble production. The central idea was, that our town or county High Schools are the only proper "feeders" of the University, and that a preparatory department, to be tacked on to the Academic Halls, is a superfluous and dangerous excrescence.

C. F. Boardman, M.A., of French Corral, then explained his method of teaching English Grammar by means of diagrams. An extremely animated debate followed. Mr. Boynton, of Rough and Ready, led off in a discussion upon teaching spelling. Several new plans, which had been successfully tried, were explained, and all learned something new.

In the evening, M. S. Deal, Esq., editor of the Nevada *Transcript*, delivered an eloquent address upon "The Relation of our Public Schools to the Government."

On Thursday morning, the Institute opened with music, followed by an essay from Miss O. E. Miller; subject — "Do we Educate the Mind?" The essay was replete with original thoughts, which were elegantly expressed, and greatly interested all who heard it. Mr. F. K. Startsman, of Allison Ranch, gave his views upon the subject of Book-keeping. Several of the teachers present being graduates of commercial schools, an animated discussion followed on the points whether single or double entry should be taught in district schools; whether it was any real, practical help to a boy, when he went into a counting-room, to have studied this branch in school, or not, etc. The nerves of any who had become excited were calmed by music, after which Mr. A. A. Smith, of North Bloomfield, expatiated upon the utility and importance of Physiology, as a branch of study, and deplored the fact that it was so much neglected in many of our county district schools. A discussion followed.

The first exercise of the afternoon session was an essay by Mrs. C. R. Waters, Principal of the Grass Valley Grammar School; subject — "Our Public School System." Strange as it may appear to those conceited braggarts who are always boasting that everything *we* have, is the best, the essayist did *not* shower unmixed praise on our school system, and did not swear that it was an infallible paragon of perfection. Its good points were acknowledged, its faults pointed out, and improvements suggested. The essay was particularly praiseworthy, in that the

writer dared to differ from many other excellent instructors.

F. Power, M.A., Principal of the Nevada High School, followed with some remarks upon the best method of teaching reading. A general discussion ensued.

After music and a five minutes recess, there being no time for class exercises and discussions upon the various other studies taught in our schools, the Superintendent called for the report of the Committee on Text books. The following was submitted:

Resolved, That this Committee is in favor of the continuance of Eaton's Series of Arithmetics.

Resolved, That the Committee is in favor of discontinuing Willson's Series of Readers and Spellers.

The resolutions were considered separately. The first immediately passed without discussion, *nem. con.* The second gave rise to a warm and exciting debate, similar to, but more politely conducted than, some of the hot scenes in Congress and our State Legislature. On both sides, every Parliamentary trick and dodge that old politicians could think of, was resorted to by the opponents and friends of the resolution. The fight was prolonged until everybody was exhausted,—when, at last, the resolution was carried.

At the evening session, the hearts of all were made glad by the appearance of Dr. O. P. Fitzgerald, the popular and efficient State Superintendent, who delivered an address entitled, "The Kind of School Officers we Want." We shall not attempt to epitomize this address. We give it the briefest, but the highest praise, when we say that it was characteristic of the author and worthy of the theme.

The Chairman of the Committee on Resolutions read their report; Dr. Fitzgerald said a few words for the *Teacher*, and invited all to the State Institute; Mr. Morse made a farewell remark; and the Nevada County Teachers' Institute was adjourned *sine die*. The hall was then cleared, and a pleasant dance was indulged in until midnight.

DENSITY OF POPULATION IN EUROPE.—Some interesting statistics on the density of European population have been grouped by a German writer: In France there is 1 dwelling-house to every 4.9 inhabitants; in England and Wales, 5.1; in Belgium, 5.2; in Ireland, 5.6; in Holland, 5.9; Italy, 5.9; Spain, 5.9; Bavaria, 6.2; Norway, 6.4; Austria, 6.6; Baden, 6.8; Hanover, 6.9; Switzerland, 7.2; Prussia, 8.9, and Saxony 9.7. In cities one dwelling comes upon 6.2 inhabitants in Belgium; 8.4 in Hanover; 8.8 in Switzerland; 10.2 in Bavaria; 11.5 in Norway; 12.7 in Prussia; 13.1 in France; 14.2 in Saxony.

EDITORS' DEPARTMENT.

THE TEXT-BOOK QUESTION.

On the 12th of July the State Board of Education unanimously adopted McGuffey's Eclectic School Readers, to take the place of Willson's in the public schools of California. This action has been anticipated for some time, and has elicited much discussion from newspapers, teachers and others. As my official position has brought me into special prominence in this discussion, and naturally causes me to be held more directly responsible for the action taken than any other member of the Board, I deem it proper to state *the facts* in the case and the reasons that governed me in said action. Feeling that this change was proper and necessary, I am entirely willing to bear this responsibility. I am sure, however, that Governor Haight and my other worthy colleagues of the State Board have the same consciousness of having done the right thing and the best thing, and, like myself, court investigation of the facts, and are confident of the approval of all candid and intelligent citizens. As to book publishers and book agents whose interests have been unfavorably affected, because they come in conflict with the interests of the children of the State, their approval is not expected, neither will any effort be made by me to avert their displeasure. And this is the secret of most of the senseless and pointless clamor that has been raised in the newspapers. This clamor, by a significant coincidence, began simultaneously with the appearance in California of the agent of Harper & Brothers, publishers of Willson's Readers. This agent made his fight in the newspapers, apparently hoping to intimidate the members of the State Board into a surrender of their convictions. In some cases, artful appeals were made to party feeling, in order to increase the excitement and swell the tide of intimidation. Very slight allusion was made to facts; unfounded assertions and sweeping denunciation were almost wholly employed. These tactics failed of their intended effect. The coarse attacks made on the members of the State Board only excited a just indignation where they did not excite contempt, and strengthened the conviction that a cause that resorted to such means for its support was a bad one. The members of the State Board were not frightened from their purpose

to decide the text-book question upon its merits, and with a view only to promote the public interest. The result shows that the Chinese mode of warfare will not succeed here in the discussion and settlement of educational questions.

It has been generally known, for the last two years, that I did not entertain a favorable opinion of Willson's Readers. I think the plan or principle on which they are gotten up is radically vicious. They encourage the cardinal vice of American education —superficiality—attempting to teach science and reading at the same time, in such a way as to disgust an intelligent child for life with the very name of "science," while defeating almost wholly the legitimate object for which a school reader should be used. It is unnecessary to give examples. The books are so well known, and so generally condemned, that it is superfluous. My opposition to Willson's Readers is no new thing, like the new-born zeal of certain newspapers, whose interest in the matter dates with the arrival of Harper's agent.

The Willson's Readers, as a series, are broken and incomplete. The Sixth and Seventh Readers contemplated in the plan of the old series—which is almost exclusively used in the schools of this State at large—*have never been published*, and probably never will be; so that, as a *scientific* series, it fails to cover the ground marked out.

Tne Intermediate Series consists of only two books—Third and Fourth—and cannot be used of itself. It is at present dovetailed in the old series between the Second and Third and Third and Fourth—a *hodge-podge*.

Willson's Readers, as a series, are cumbersome and impracticable. The arrangement, as above given, has already extended the series to eight readers, in addition to charts and spellers.

Willson's Readers are the *most expensive* published. The original series, consisting of Primer, First, Second, Third, Fourth and Fifth Readers, costs in the aggregate $5.30; adding to this 80c. and $1.10—the cost respectively of the Intermediate Third and Fourth Readers—the total cost of the series, as given by the publishers' own price list, is $7.20, against $4.10 for the McGuffey Series. Mark these figures.

This disparity holds also as to the individual books of the series. For instance, Willson's Primer, with only 48 pages, costs 25 per cent. more money than McGuffey's First Reader, with 84

pages and more illustrations; Willson's First Reader, with only 84 pages, costs as much as McGuffey's Second, with 162 pages; Willson's Second Reader, with 154 pages, costs 10 per cent. more than McGuffey's Third, with 242 pages; Willson's Intermediate Fourth Reader, with 312 pages, *bound in paper*, costs but 12 per cent. less than McGuffey's Sixth Reader, with 460 pages, bound in cloth. Mark these figures.

Willson's *old* Series is that authorized under the State adoption in June, 1866, for the State at large. Willson's Intermediate Series is little used outside of the principal cities, so that in reality there has been *no uniformity* in Readers. The introduction of the Intermediates into the country schools would have necessitated change as well as the introduction of another series.

An inspection of the recent school statistics of San Francisco discloses the fact that of the 18,000 pupils (round numbers) enrolled, about 33 per cent. use the First reading book of Willson's Series; 25 per cent. the Second; 12 per cent. the Third; 20 per cent. the Fourth; 5 per cent. the Fifth; 5 per cent. the Sixth. Applying this rule to the enrollment of the entire State, the number of Willson's Readers of each grade in the hands of the children in attendance on the public schools is found to approximate 23,000 Primers, 17,000 First Readers, 8,000 Second Readers, 13,000 Third Readers, 4,000 Fourth Readers, 3,000 Fifth Readers. Were all these Readers new and unused, their value, at the publishers' full retail price, would be less than $40,000. But they are *not* new, and *not* unused. Some are covers, with a few leaves; others, a few leaves, and no covers; while others, again, are newly purchased. At least one-half the text-books in the hands of the pupils are changed annually by reason of waste and new purchases necessitated by promotions; so that the *annual expense* to the people of the State to maintain the Willson Reader system, on the basis of the present enrollment, would be $20,000. The corresponding books of McGuffey's Series would cost, at the publisher's full retail prices, $16,000—a saving annually to the people of $4,000, or $16,000 during the period of four years. Mark these figures.

Attention is invited to the foregoing facts and figures. They show beyond the possibility of honest cavil that *economy is subserved* by the substitution of McGuffey's admirable Series of Readers for Willson's hodge-podge. In view of this exhibit, any

repetition of the statement that the change in Readers will involve additional cost must be a willful misrepresentation.

But a bad book is dear at any price. I sincerely believe that the retention of a Series of Readers, so false in theory and so utterly unsuited to its intended purpose, as Willson's, even had they been gratuitously furnished, would have been a crime against the children of the State.

The State Board of Education, under the law of the State, is endeavoring to accomplish a *reform* in this text-book matter. Instead of increasing the burdens of the people, if successfully carried out, the policy of the Board will very materially lighten them. The Board has a right therefore to expect the support of all good citizens.

One important point sought to be gained is the establishment of *uniformity of text-books* in all the public schools of the State. There was a universal demand for this. No word of opposition has reached me from any quarter. The change in the School Law, requiring uniformity, passed both branches of the Legislature unanimously, and received the hearty approval of Governor Haight. I am sure it receives the approval of every tax-payer in California, unless it may be some book agent or bookseller. Under the amended law, *any child can go from any School District to any other in the State, and take his school books with him and use them.* Under the old law, a parent living in San Francisco, should he even remove to Oakland or San Rafael, was compelled to purchase an almost entirely new supply of books for his children. A gentleman recently removed from San Francisco to Alameda, and, having five children of school age, was compelled to purchase, in one week, *ten* new books, in consequence of the lack of uniformity of text-books. There was no sense or reason in excepting San Francisco and other cities from the operation of the State law prescribing a uniform series of text-books. Why should a San Francisco boy require a different arithmetic, reader or geography from one who lives at Oakland or San Jose? Our State is new and our population more unsettled than that of the older States, and, therefore, will be more largely benefited by this uniformity of text-books. And our cities will receive no less benefit than the country. The people of San Francisco, Sacramento and other cities have not asked the privilege of maintaining any such nuisance as this school book medley. They only

ask the same treatment that is accorded to the rest of the State; they demand the same protection, and are willing to bear their equal part of the burden of supporting a system of public instruction.

The policy of the Board aims at *unity* as well as uniformity of text-books. Heretofore we have had a sort of patch-work, especially in our cities. For instance, in San Francisco there were in use parts of *four* different sets of text-books in Geography, viz: Cornell, Allen, Guyot and Warren. These have all been substituted by the cheap and excellent series of Monteith, embracing three books only, which have been introduced at a nominal cost. This will not only save a considerable amount of money, but, what is of infinitely greater importance, much precious time to the children in our schools. Other examples might be cited, but is it unnecessary. The advantages of unity in our text-book system is so obvious that it would be an insult to popular intelligence to dwell upon them.

Thus it is clear that the action of the Legislature, if carried out in its letter and spirit by the State Board of Education, will at once diminish the *number* and the *cost* of school books. I have clearly shown that the action of the Board already taken will save the people of the State thousands of dollars. The advantage of having better text-books is incalculable.

Some friction was expected in carrying out these reforms. No opposition was expected from the great body of the school officers and school teachers of the State. They are almost a unit in their support of the general policy of the Board, if I may judge of their opinions by the expression of their views in the resolutions of County Institutes, letters, etc. This approval is given without distinction of party. Perhaps the most reprehensible thing in all this contest was the appeal made to party feeling. Come from what quarter it may, any attempt to mix up our school matters with party spirit is a crime against the dearest interests of the State, and should be rebuked by good citizens of all parties. For the sincerity of this utterance I appeal to my official record. During my term of office party spirit has almost vanished from our school affairs. I have had the cordial co-operation of school officials of all parties, and my relations with them have been uniformly pleasant and satisfactory. I desire no support on mere party grounds. I wish to be judged fairly according to the facts.

My course is clear to my own mind, and I will go on in the path of duty. I shall attempt no rash innovations or doubtful experiments, but will discharge the great trust committed to me by the people of California regardless of personal consequences. Nobody has attempted to bribe me. The attempts made to bully me will hardly be repeated by the shallow-pated blusterers who tried it.

O. P. Fitzgerald,
Superintendent Public Instruction.

San Francisco, July 14, 1870.

SCHOOL TRUSTEES.

The new School Law requires School Trustees to be elected on the last Saturday in *April* of each year, instead of the last Saturday in June as heretofore. Though elected in April, Trustees do not take office until the 1st of July next succeeding their election. Therefore, in the blanks issued from State Superintendent's office for "Appointment of Public School Trustees," the phrase "hold said office until the next annual election of Trustees," of course, means, until the time for *taking office* after the next annual election of Trustees.

THE CONTRAST.

The Principal of the San Francisco Industrial School receives as salary $150 per month. The Commissioners to open a new street receive $500 per month. The former has nothing to do but to govern, teach and provide for one hundred and eighty boys, who have been pronounced ungovernable by the usual home and social agencies for the government of children. The latter has an ordinary routine of work during "office hours" and the labor of drawing the salary once a month. Who does not say that teachers are "overpaid?"

The Teachers' Excursion.—The account of the Teachers' Excursion in this number differs very greatly from the usual manner of describing such things, and is all the better for the difference. It will be read and enjoyed. We hope for more from the same sparkling pen.

Department of Public Instruction.

STATE BOARD OF EDUCATION.

The State Board of Education met at the office of the Superintendent of Public Instruction, 240 Montgomery street, San Francisco, at 1 o'clock P.M., on Tuesday, July 12th, 1870.

Present: Governor Haight, (in the chair,) and Messrs. Furlong, Leadbetter, Trafton, Hill, Denman, Lucky, Jones, Robertson, Lynch and Fitzgerald.

On the recommendation of the State Board of Examination, life diplomas were granted to the following teachers, viz: W. R. Leadbetter, of San Joaquin County; L. R. Clarke, of Alameda County; R. B. Warren, of Monterey County; Miss Frances A. Woodruff, of Placer County; L. W. Reed, of San Francisco.

The question of text-books was taken up.

Dr. Trafton offered the following preamble and resolution:

Whereas, In carrying out the provisions of the excellent School Law enacted by the last Legislature, requiring uniformity in text-books in all the schools of the State, lessening the number and improving the character of the text-books, some changes will be necessary;

And whereas, It is desirable that these reforms should be effected without incurring additional cost; therefore,

Resolved, That in making such necessary changes introducing books not now in use in the schools, new books shall be introduced only as new classes are formed, or classes promoted entire, until June 1st, 1871, after which time their introduction shall be immediate and mandatory.

Dr. Lucky offered the following substitute:

Resolved, That the text-books adopted at this meeting shall go into use on the 1st day of June, 1871, and continue in use four years from that date; *provided*, that Trustees and Boards of Education *may* introduce the books at any time after the 12th day of January, 1871.

The substitute was lost.

The original preamble and resolution then passed unanimously.

Mr. Denman offered the following resolution, which did not receive a second, but by permission was spread on the minutes:

Resolved, That the City and County of San Francisco be allowed to use the following text-books, viz: Robinson's Series of Arithmetics, Lines to the Introduction of Grammar, (by Goold Brown), Willson's Primary and Larger Spellers, Anderson's History of the United States, Cutter's Elementary Physiology, Willson's Series of Readers.

Then, on motion, it was

Resolved, That it is the sense of this Board that the State School Law does not give the State Board of Education the power to grant the request contained in the above resolution.

Mr. Denman moved the adoption of Robinson's Series of

Arithmetics, (excepting the Intellectual,) on the basis of a proposition read from the publishers—*provided*, that the retail price be not advanced beyond the present catalogue retail price.

Mr. Leadbetter moved to substitute Eaton's for Robinson's. The substitute was lost.

The resolution adopting Robinson's Arithmetics was then put to vote and carried.

Dr. Lucky moved that the consideration of Readers be postponed for one year. Lost.

Mr. Jones moved the adoption of McGuffey's Eclectic Series of Readers, to go into use on the 1st of June, 1871, on the condition that they will be furnished by the publishers, for three months from that date, at half rates; and, provided further, that during the term of their adoption there shall be no advance in the prices as presented in the proposition of the publishers—that is to say, their present catalogue prices. Adopted unanimously.

Mr. Denman moved the adoption of Willson's Primary and Larger Spellers.

Dr. Trafton moved the substitution of McGuffey's, instead of Willson's. Pending which motion, the Board adjourned to meet at 10 o'clock A.M. to-morrow (Wednesday.)

WEDNESDAY, July 13th, 1870.

The State Board of Education met at the office of the State Superintendent, at 10 o'clock A.M., according to adjournment.

Present: Full Board, as yesterday.

The minutes of yesterday's session were read and approved.

The consideration of Spellers was resumed.

Mr. Jones moved, as a substitute for the motion of Mr. Denman, that Willson's Primary Speller be adopted as the text-book on orthography and orthoepy for the State at large, and that Willson's Larger Speller be adopted as a special text-book on the same subjects for graded schools.

Dr. Trafton's motion to adopt McGuffey's Speller was put to vote and lost.

Mr. Denman's motion to adopt Willson's Spellers, (Mr. Jones having withdrawn his motion), was then adopted unanimously.

Mr. Denman moved that Brown's Grammars, now in use, be re-adopted. Carried.

Mr. Fitzgerald moved that Monteith's Series of Geographies,

now in use, (the Introduction, Manual, and Physical and Intermediate,) be re-adopted. Carried.

Resolutions looking to the adoption of wall maps were ruled out of order by the Chair. Mr. Jones appealed. The Chair was sustained.

A proposition was received from the publishing house of A. S. Barnes & Co., New York, for the introduction of a School History, by Professor Swinton, of the University of California, with an accompanying communication from Professor Swinton. Also a proposition from Clark & Maynard, publishers of Anderson's School History, for its introduction into the schools of the State.

Dr. Lucky moved that Anderson's Grammar School and Pictorial Histories be adopted.

Pending this motion, the Board adjourned, to meet again at half past 1 P.M.

AFTERNOON SESSION.

July 13, 1870.

The Board resumed business. Governor Haight in the chair. Members present: Full Board, as in the morning session.

Dr. Lucky withdrew his motion to adopt Anderson's Histories.

Mr. Fitzgerald offered the following preamble and resolution:

Whereas, An examination of the advance sheets of Professor Swinton's School History has impressed this Board with a very high opinion of its merits—therefore,

Resolved, That should the work as a whole be equal to the parts already brought under our notice, we will be ready to adopt it with great satisfaction to ourselves.

Adopted unanimously.

Mr. Denman moved the re-adoption of Cutter's Larger and Smaller Physiology. Adopted unanimously.

Dr. Trafton offered the following resolution:

Resolved, That the Course of Study should be revised to suit the changes which have been made in text-books; that proper instruction be given to County Superintendents by the State Board of Education with regard to the best method of grading the public schools; and that a committee of three be appointed to prepare rules and regulations for this purpose.

The resolution was adopted, and the following committee was appointed: Trafton, Fitzgerald and Lynch.

On motion of Mr. Jones, a committee of three was appointed by the Chair to prepare and submit to the Board at its next meeting a list of library books. Committee: Jones, Fitzgerald and Furlong.

Adjourned, to meet at the call of the Secretary.

O. P. FITZGERALD, Secretary.

TEACHERS' SALARIES IN SAN FRANCISCO.

In reducing the salaries of the primary teachers, it does seem to us that the San Francisco Board of Education erred. The primary teachers are those who receive the least pay and do the hardest work. If retrenchment be necessary, let it begin somewhere else—up among the hundreds, not down among the tens. The result of this reduction, if adhered to, will be to lower the standard of qualification for teaching in the primary grades, in which experience, zeal and ability are as much needed as in any other. It is the conviction of all thoughtful observers of educational affairs, that the standard of qualification of primary teachers should be raised. The reduction of salaries to a starvation minimum will not have this effect. Poor pay, poor service, is a rule that holds good always.

These remarks are made with profound respect for the members of the San Francisco Board of Education. As a whole, that body well represents the intelligence, respectability and public spirit of our metropolitan city. From our stand-point, it seems to us they have erred in this matter of salaries. It is needless to say that in this opinion we are sustained by the parties most directly concerned—the ladies of the primary department. They are making themselves heard, being fully competent to present their own grievances and defend their own rights. They speak for themselves, and need not our championship. But we have volunteered this word in behalf of justice.

INVITATION TO NEVADA TEACHERS.

An invitation has been extended to the State Superintendent and teachers of the State of Nevada to attend the California State Teachers' Institute to be held in San Francisco, commencing Tuesday, September 13th. Our co-laborers in the good cause from the mountains will be cordially welcomed should they accept this invitation.

WALL MAPS AND DRAWING.—The action of the State Board of Education in regard to wall maps and drawing was this: It was the sense of the Board that they do not come under the head of

"Text Books," and consequently the Board have no legal authority to adopt any particular works on those subjects. Trustees and others having direction of those matters will remember that they have power to select any works on those subjects that they may desire.

COURSE OF STUDY.—At the recent meeting of the State Board of Education steps were taken for the revision of the course of study in the public schools. The Committee appointed for that purpose—Trafton, Fitzgerald and Lynch—are at work, and the result of their labors will probably be found in the TEACHER for next month.

BOOK TABLE.

A COMPLETE ALGEBRA FOR SCHOOLS AND COLLEGES. By A. SCHUYLER, M. A., Professor of Mathematics and Logic in Baldwin University, and author of "Higher Arithmetic and Principles of Logic." Wilson, Hinkle & Co., Cincinnati. 1870.

This work bears strong marks of originality—to the extent that originality is attainable in a subject which is treated as often as is the case with regard to algebra. It is much more than a modification of some old work, or a weak eclecticism from a number of the numerous publications on the subject. While supplying the place of an "elementary," it also claims to be a "complete" algebra. Consequently, the omission of useless or extraneous matter, and the retention of what is truly essential to a thorough comprehension and understanding of the subject, required good judgment, much experience and complete and accurate knowledge of the science. The verdict on such an attempt can be decisively pronounced only after the crucial test of *use in the class-room*. Considering the logic and clearness in the solutions (if the pupils follow them); the comprehensive generalizations; the application of several difficult demonstrations; with other merits—we think the book is what is claimed for it, both *elementary* and complete, and a success in both. Retail price, $1.80; copies for examination, $1.25; quantities for first introduction, $1.10.

THE BIBLE IN THE PUBLIC SCHOOLS: Opinions of Individuals and of the Press, with Judicial Decisions. New York: J. W. Schermerhorn & Co. 1870.

This constitutes Volume V. of the "Library of Education." It is made up of extracts from utterances on the subject by eminent men—preachers, editors and judges; and is one of the most readable of the series that has yet appeared.

A TREATISE ON ELEMENTARY GEOMETRY. With Appendix containing a collection of exercises for Students, and an Introduction to Modern Geometry. By WILLIAM CHAUVENET, LL. D., Professor of Mathematics and Astronomy in Washington University. Philadelphia: J. B. Lippincott & Co., 1870; San Francisco: A. Roman & Co.

We consider this work admirable in many respects. The arrangement of matter is excellent; the definitions brief and plain; its demonstrations are concise and remarkable for clearness and precision. This book, on the

whole, seems to be the result of careful study and patient investigation, and will, we doubt not, be welcomed by all interested in the study of mathematics. It is a convenient volume for reference, and a text book admirably adapted to the wants of the more advanced classes in our schools. The neatness of binding and typographical excellence render it both attractive and ornamental.

THE LAWS OF DISCURSIVE THOUGHT: Being a Text Book of Formal Logic. By JAMES MCCOSH, LL.D., President of New Jersey College, Princton; formerly Professor of Logic and Metaphysics, Queen's College, Belfast. New York: Robert Carter & Brothers 530 Broadway. 1870.

A volume welcome to a place on our table, but arrived too late for thorough notice in our present number. The name of the author guarantees a good book. A glance at the title page indicates that the subject of logic will receive a new impetus, and be pursued from a new stand-point, by its publication. We agree with Dr. McCosh, that false conclusions more frequently result from false principles than false ratiocination. The book is designed to remedy this evil.

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Geometry—Marks' Elements.

JUNIOR CLASS—*Second Session.*

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SENIOR CLASS—*Second Session.*

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REGULATIONS OF THE NORMAL SCHOOL.

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2. To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

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The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June.

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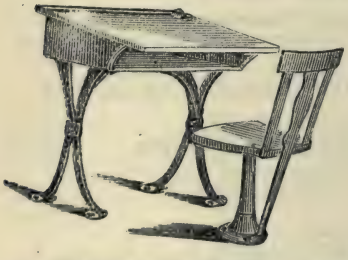

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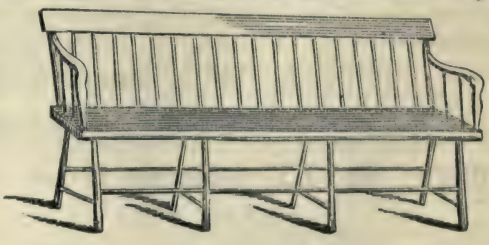

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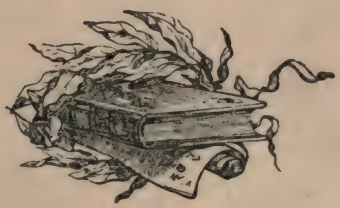

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SEPTEMBER, 1870.

Vol. VIII. SAN FRANCISCO. *No. 3.*

PUBLIC SCHOOLS OF ENGLAND.

BY DR. T. H. ROSE.

EDITOR TEACHER:—During the first week of the present month (July, 1870,) I sat in the galleries of the English House of Commons listening to debates on the Elementary Education Bill. National character has perhaps no such advantageus opportunity of exhibiting its peculiarities as is afforded by the freedom and fullness of parliamentary discussion. If we examine the speeches delivered in the House of Commons, the Corps Legislatif and Congress, respectively, we soon find ourselves on the track of national idiosyncrasies.

The discussions of the French Chamber, never deficient in point and incident, have lately been exceedingly lively. For instance: when M. Ollivier had the indiscretion lately to describe the recent Plebiscite as a French Sadowa, because it had given France the strength which Sadowa had conferred on Germany, he at once conjured the demon of epigrammatic ire, and both he and the president of Chamber found it impossible to lay the troublesome and time-wasting imp. M. Jules Favre arose to speak, but noisy tumult ensuing, he quitted the tribune with the parting shot, "I will not humble my dignity before your insolence!" Then arose a most frightful tumult. All the members of the right rushed from their seats, shook their fists and howled. The president rang his bell in vain. The members swarmed out of the house in great excitement, and the sitting was adjourned. Now, this scene was excessively Frenchy.

No such scene can occur in the British House of Commons. Here nothing is so unpardonable as to interrupt a speaker. No

one is intempestive. And the grandiloquent style so much in vogue in our American Congress has no place here. Parliamentary oratory is quite sober and business-like. "Invective," once said Disraeli, "is an ornament to debate." But it is evident that the House of Commons likes it in small quantities, rarely repeated.

As I said, the discussion ran upon the subject of elementary, free, public education. Of course I, as an American, engaged nearly all my life in educational matters, felt an unusual interest in the progress of the debate. The most troublesome point of the discussion was the Compulsory Education clause. Three degrees of compulsion were proposed—making it universal—throwing the responsibility on the Privy Council—and giving a discretion to the school boards. The last seemed most likely to carry, and may be termed "Permissive Compulsion."

It was argued against compulsory education that a poor man, hardly able to keep himself out of the work-house, was often dependent on the labor of his children for 30 per cent. of his weekly income. The proposed system would therefore condemn his children to starvation and himself to the work-house. It was wrong in principle and would not be accepted by the people. There were a million of people in England engaged in a daily struggle with pauperism; and was a man to be punished who strove to stave off pauperism by the labor of his children? It was the boast of every Englishman that his home was his castle. In the free city of Frankfort, in Germany, there was no compulsory law; yet the children were there as regular in their attendance as in any parts of Germany where the compulsory principle prevailed. The amount of police regulations to enforce compulsory attendance would be enormous. In Saxony, where compulsory education was brought into contact with the demands of labor, it was only by snatching a few hours when the children were wearied with their work that education could be given. The compulsory principle was only partially successful in Prussia itself. In Geneva there was no compulsion; yet education there was in as promising a condition as any other part of the continent. To say to a parent that he was not the master of his child, and must not have the entire disposal of that child's time, was new to the mind of the people of England. Parents would revolt at it. There would be apathy and indifference in some quarters, and direct and earnest opposition in others, for compliance was thoroughly opposed to the traditions and feelings of the people.

It was argued in favor of compulsory education, that the city of London was filled with children who had never known a touch of tenderness or heard a word of kindness, or had a thought of virtue instilled into their minds. Was it not the duty of the State to take such children from their parents and educate them? And was it not a national crime to leave them to grow up as vag-

rants and criminals? They were allowing their children to grow up to be inmates of prisons, work-houses and hospitals. Within a few yards, as it were, from the Parliament Houses there were thousands of children who never had any teaching but that of the streets, whose parents were to be found in the gin-houses; and yet the State neglected these children because, forsooth, it respected the "liberty of parents," and this thing was tolerated in the name of civil liberty, of paternal liberty and of paternal rights!

True, the first thing to be done was what they had to do in Switzerland and Germany—to clothe the children and make them decent to attend school; and this presented a large field of work for useful associations of women. It was a work that would soon be done by voluntary effort if the ulterior benefit of education were to follow. No country was more dependent than England upon the intelligence of the people; and it possessed a raw material which, if educated to the point of intelligence, temperance and thrift would make it far greater and happier than now. As a proof of the necessity of compulsion, it was mentioned that in Manchester some benevolent persons determined a few years ago to make an effort to give education to about 22,000 children who were idling about the streets, and were likely to bring up in the prisons and work-houses. About three-fourths attended at first, but gradually the number sank down to less than 10,000 in spite of all the encouragement offered them. There had been a system of compulsory attendance in the schools of Germany from the early period of the Reformation. No tyrannical government has adopted it. France, Spain, Italy and Prussia do not want it. But in all free countries, the conviction that their liberties, their security, their freedom of worship lay in the education of the people, induced the people to educate the masses.

The second point which stranded the House in its discussion of the Education Bill was that relating to the kind of religion to be taught in the schools. Of course the members of the Established Church of England were horrified to think that the teachings of that Church should not be allowed in all the schools. But the present House of Commons is less a church and state body than has been returned in modern times; and it is probable that sectarianism will not be allowed to get the control of the schools of the people, which would be a deplorable violation of the fundamental principles of religious liberty. There can be no objection to the use of the Bible, laying aside all catechisms, in public schools. For the Bible comes from God, and conveys to us the word of God, and the mind of God. But catechisms have been adopted from time to time by men, according to the passions or circumstances of the time.

One thing is certain: England must and will have a system of free public schools like our own; but it will be a work of time.

I am satisfied, from actual observation, that in matters pertaining to popular education, we are vastly ahead of England—as we are in most other things. It was interesting to me, as an American, to feel that we had made such noble progress in educational matters—to know that we were a quarter of a century ahead of the mother country. And I was amazed to see that great House of Commons floundering week after week upon matters which our people are so familiar with, and which the California Legislature would have dispatched in a week. I felt that Messrs. Fitzgerald and Swett could take that house and revolutionize it in one hour, speaking upon the subject of free, popular education. They seemed groping in the dark upon the subject, while within a few yards of the House were courts in which the children, poor, miserable, squalid and neglected, were as thick as flies in a sugar-cask—all without education or hope in the world.

NORMAL TRACT ON COMMON FRACTIONS.

BY BERNHARD MARKS.

BLACKBOARD EXERCISE—A.

$\frac{6}{8}$

1. Read the fraction.
2. What does it denote?
   Ans.—Six such parts as would be obtained by dividing a unit into eight equal parts.
   Or: Six equal parts such that eight of them would equal a unit.
3. What do we call the number *above* the line?
4. The number below the line?
5. Both numbers?
6. What does the denominator show?
7. The numerator?
8. Show the class how fractions result from Division.
9. Which term of the fraction is the Divdend? Which the Divisor?
10. What part of an example in Division expresses the value of a fraction?

BLACKBOARD EXERCISE—B.

[Preparatory to D.]

Make a *perception lesson* of this at first by dividing a circle on the board to illustrate the part.

1. Which is greater $\frac{1}{2}$ or $\frac{1}{4}$? $\frac{1}{3}$ or $\frac{1}{6}$? $\frac{2}{4}$ or $\frac{2}{5}$?
2. Which is greater $\frac{2}{3}$ or $\frac{1}{3}$? $\frac{3}{4}$ or $\frac{2}{4}$?
3. $\frac{2}{3}$ is how many times $\frac{1}{3}$? $\frac{3}{4}$ how many times $\frac{1}{4}$?
   $\frac{4}{5}$ how many times $\frac{2}{5}$? $\frac{6}{7}$ how many times $\frac{2}{7}$?
4. $\frac{1}{2}$ is how many times $\frac{1}{4}$? $\frac{1}{3}$ how many times $\frac{1}{6}$?
   $\frac{2}{3}$ how many times $\frac{2}{6}$? $\frac{3}{4}$ how many times $\frac{3}{8}$?
   $\frac{2}{3}$ how many times $\frac{2}{9}$? $\frac{3}{5}$ how many times $\frac{3}{15}$?
5. $\frac{1}{3}$ is what part of $\frac{2}{3}$? $\frac{1}{4}$ is what part of $\frac{3}{4}$?
   $\frac{2}{5}$ is what part of $\frac{6}{5}$? $\frac{2}{7}$ is what part of $\frac{8}{7}$?
   $\frac{3}{5}$ is what part of $\frac{9}{5}$? $\frac{2}{3}$ is what part of $\frac{10}{3}$?
6. $\frac{1}{4}$ is what part of $\frac{1}{2}$? $\frac{1}{6}$ is what part of $\frac{1}{3}$? of $\frac{1}{2}$?
   $\frac{2}{6}$ is what part of $\frac{2}{3}$? $\frac{2}{9}$ is what part of $\frac{2}{3}$?
   $\frac{3}{8}$ is what part of $\frac{3}{4}$? of $\frac{3}{2}$? $\frac{7}{10}$ is what part of $\frac{7}{5}$? of $\frac{7}{2}$?

BLACKBOARD EXERCISE—C.

[Preparatory to D.]

$\frac{4}{6}$

Multiply the numerator of this fraction by 2.

1. What new fraction have we?
2. How many times as many parts as before?
3. How does the size of *each part* compare with what it was before?
4. Then $\frac{8}{6}$ is how many times $\frac{4}{6}$?
5. Multiplying the numerator of the fraction by 2 has what effect upon its value?

$\frac{4}{6}$

Divide the numerator of this fraction by 2.

1. What new fraction have we?
2. What part of the number of parts we had at first?
3. How does the size of each part compare with what it was at first?
4. Then $\frac{2}{6}$ is what part of $\frac{4}{6}$?
5. Dividing the numerator of the fraction by 2 has what effect upon its value?

$\frac{4}{6}$

Multiply the denominator of this fraction by 2.

1. What new fraction have we?

2. How does the number of parts compare with what it was before?
3. How does the size of each part compare with what it was at first?
4. Then $\frac{4}{12}$ is what part of $\frac{4}{6}$?
5. Multiplying the denominator of this fraction by 2 has what effect upon its value?

$$\frac{4}{6}$$

Divide the denominator of this fraction by 2.

1. What new fraction have we?
2. How does the number of parts compare with what it was before?
3. How does the size of each part compare with what it was before?
4. Then $\frac{4}{3}$ is how many times $\frac{4}{6}$?
5. Dividing the denominator of this fraction by 2 has what effect upon its value?

$$\frac{4}{6}$$

Multiply both terms of this fraction by 2.

1. What new fraction have we?
2. How many times as many parts as before?
3. Each part is reduced to what part of what it was before?
4. Then how does $\frac{8}{12}$ compare with $\frac{4}{6}$?
5. Multiplying both terms of this fraction by 2 has what effect upon its value?

$$\frac{4}{6}$$

Divide both terms of this fraction by 2.

1. What new fraction have we?
2. How does the number of parts compare with what it was before?
3. How does the size of each part compare with what it was before?
4. How does $\frac{2}{3}$ compare with $\frac{4}{6}$?
5. Dividing both terms of this fraction by 2 has what effect upon its value?

BLACKBOARD EXERCISE—D.

$$\frac{6}{8}$$

on the value of this fraction if the numerator be multiplied by 3?

2. Show how. *Ans.* Multiplying the numerator of the fraction $\frac{6}{8}$ by 3 gives $\frac{18}{8}$ for a result. This is 3 times as many parts as before, each part being of the same size. Therefore the fraction has been multiplied by 3.
3. What effect upon the value if the numerator be divided by 3?
4. Show how. *Ans.* Dividing the numerator of the fraction $\frac{6}{8}$ by 3 gives $\frac{2}{8}$ for a result, This is one third as many parts as before, each part being of the same size. Therefore the fraction has been divided by 3.
5. What effect upon the value if the denominator be multiplied by 3?
6. Show how. *Ans.* Multiplying the denominator of the fraction $\frac{6}{8}$ by 3 gives $\frac{6}{24}$ for a result. This is the same number of parts, each part being only one third as large as before. Therefore the fraction has been divided by 3.
7. What effect upon the value if the denominator be divided by 4?
8. Show how. *Ans.* Dividing the denominator of the fraction $\frac{6}{8}$ by 4 gives $\frac{6}{2}$ for a result. This is the same number of parts, each part being 4 times as large as before. Therefore the fraction has been multiplied by 4.
9. What effect upon the value if both terms be multiplied by 3?
10. Show how. *Ans.* Multiplying both terms of the fraction $\frac{6}{8}$ by 3 gives $\frac{18}{24}$ for a result. This expresses 3 times as many parts, each part only one third as large as before. Therefore the value has not been changed.
11. What effect upon the value if both terms be divided by 2?
12. Show how. *Ans.* Dividing both terms of the fraction $\frac{6}{8}$ by 2 gives $\frac{3}{4}$ for a result. This expresses one half as many parts as before, each part being twice as large. Therefore the value has not been changed.

BLACKBOARD EXERCISE—E.

1. What is the effect upon the value of a fraction if we *multiply* its numerator?
2. If we *divide* its numerator?
3. If we *multiply* its denominator?
4. If we *divide* its denominator?
5. Operating upon the *numerator*, how can we multiply a fraction? How divide it?
6. Operating upon the *denominator* of a fraction, how can we multiply it? How divide it?

7. In what two ways may we multiply a fraction?
8. In what two ways may we divide a fraction?
9. Why does multiplying the numerator of a fraction multiply its value?
10. Why does dividing the numerator of a fraction divide its value?
11. Why does multiplying the denominator of a fraction divide its value?
12. Why does dividing the denominator of a fraction multiply its value?
13. How does multiplying both terms of a fraction by the same number affect its value?
14. How does dividing both terms of a fraction by the same number affect its value?

SANTA CLARA COUNTY TEACHERS' INSTITUTE.

FIRST DAY.

The Santa Clara County Teachers' Institute met, pursuant to a call of the Superintendent, in the Public School House at Santa Clara, on Monday, June 27, 1870.

Superintendent N. Furlong called the Institute to order at 11 o'clock A.M. W. W. Kennedy was elected Secretary, *pro tem.* The chair appointed a committee of five on Permanent Organization, consisting of Messrs. C. B. Towle, J. B. Finch, J. H. Braly, W. T. Haley and J. S. White.

Adjourned to meet at 1 o'clock P.M.

AFTERNOON SESSION.

Institute met at 1 o'clock P.M., Superintendent N. Furlong in the chair. Minutes of previous meeting read and approved.

The committee on Permanent Organization made the following report:

The committee on Permanent Organization met and organized by electing C. B. Towle, of Santa Clara, Chairman, and J. B. Finch, of San Jose, Secretary. On motion,

Resolved, That the following officers be elected by the Institute: five Vice Presidents, a Secretary and an Assistant Secretary.

Resolved, That the following committees be appointed by the chair, viz: On Arrangements, three; on Text Books, three; on Introduction, one; on School Libraries, three; on School Records, three; on Questions, three; on Music, three; on Resolutions, three.

Resolved, That the daily sessions of the Institute be as follows: Morning session commence at 9:30 and close at 12 with a recess of fifteen minutes; afternoon session to commence at 1:30 and close at 4, with a recess of fifteen minutes; and the evening session to commence at 7:45.

The committee adjourned. C. B. TOWLE, Chairman.

J. B. FINCH, Secretary.

The report of the committee was received by the Institute and the committee discharged.

The Institute proceeded to the election of officers. W. W. Kennedy was elected Secretary and J. B. Finch Assistant Secretary. The chair was authorized to appoint the Vice Presidents.

The President then announced the following committees:

On Arrangements—Messrs. J. G. Kennedy, S. E. Shaw and Miss B. M. Lawrey.

Text Books—Messrs. J. B. Finch, J. O. Hawkins and George Furlong.

School Libraries—Messrs. S. McPherson, W. T. Haley and Miss Mary Shannon.

School Records—Messrs. C. B. Towle, C. H. Crowell and I. P. Henning.

Questions—Messrs. G. E. Lighthall, J. S. White and G. F. Baker.

Introduction—Mr. J. H. Braly.

Music—Messrs. G. E. Lighthall, C. B. Towle and Miss Ella L. Bassett.

Resolutions—Messrs. J. G. Kennedy, J. B. Finch and T. Whitehurst.

Adjourned to meet at 9:30 A.M., June 28.

Names of members in attendance.

Messrs. J. O. Hawkins, J. B. Finch, J. A. Hudson, G. Vaughn, V. J. Van Doren, Dan. McCray, Stephen McPherson, C. H. Crowell, Geo. Furlong, Geo. E. Lighthall, W. W. Kennedy, J. F. Kennedy, A. Perkins, N. Furlong, Jas. R. Johnson, J. G. Kennedy, C. B. Towle, G. W. Baker, S. E. Shaw, Howard House, W. T. Haley, D. Huber, M. D., Jas. S. White, J. A. Marlin, T. E. Kennedy, S. M. Swinnerton, J. G. Underwood, Jas. Rodgers, J. H. Braley, J. P. Taylor. Mrs. M. S. Cary, D. K. Crittenden, E. J. Bassett, A. A. Crowell, M. E. Martin, Maggie H. Dimmick, J. G. Underwood, C. E. Gabriel, E. S. Harris. Misses Ella L. Bassett, Flora E. Smith, Beatrice M. Lawrey, F. M. Price, Sallie B. Webb, A. Montgomery, Ruth E. Grewell, H. A. Lewis, Sarah A. Potter, Maggie H. Scott, Lucie Houghton, F. A. Wilcox, A. M. Stow, H. C. Folger, Mattie Peckham, Sarah A. Hynes, Maria A. Thomas, M. O. Meara, Mattie E. Logan, M. J. Gould, Annie P. Meek, Carrie Shaw, Mary A. Wright, R. M. Palmer, Lizzie Youngberg, Bertha Becknell, Katie Blythe. Dr. O. P. Fitzgerald, State Superintendent; Mr. Bernhard Marks and Prof. Knowlton, San Francisco.

SECOND DAY.

MORNING SESSION.

Institute met at 9½ o'clock. Superintendent Furlong on taking the chair congratulated the Institute upon meeting under such favorable auspices. Song "America" by the Institute. The minutes of the two previous sessions were read and approved. Mr. G. E. Lighthall gave an exercise on Drawing, which was listened to with attention. There followed an interesting discussion on Arithmetic, opened by Mr. J. B. Finch, and participated in by Messrs. N. Furlong, W. W. Kennedy, J. O. Hawkins and H. Saxe.

The Institute next enjoyed a recess of fifteen minutes.

An essay on "Educating" was read by W. W. Kennedy, followed by a short discussion on questions proposed by the committee. One of the questions was as follows: "Is it grammatically correct to say, 'The United States is at peace with foreign nations'?" All who expressed an opinion answered in the affirmative. Adjourned to meet at 1½ o'clock P.M.

AFTERNOON SESSION.

Institute met at half past one—Superintendent Furlong in the chair. Song—Duet—by Misses Lawrey and Bassett. Minutes of morning session read and approved. Dr. O. H. Huntley delivered an able and highly interesting lecture on the anatomy, physiology and hygeine of the digestive organs.

A recess of fifteen minutes seemed to be fully appreciated and enjoyed by all present. Miss Mary Shannon read a fine essay on "Self Knowledge."

The President called Mr. Hart to the chair.

J. G. Kennedy illustrated his plan of teaching Grammar, which was followed by a general discussion on the same subject participated in by many of the members; much interest was taken by all. The session closed with a song by Miss Sallie Webb.

Adjourned to meet at 7:45 P.M.

EVENING SESSION.

Institute met at 7:45 P.M.—Superintendent Furlong in the chair. Song—Duet—by Misses Lawrey and Bassett.

Dr. O. P. Fitzgerald, State Superintendent of Public Instruction, was introduced. Subject: "The Men Who Run Our Schools." His address was listened to with marked attention and received with bursts of applause.

Adjourned to meet as usual.

During the day the following additional members enrolled their names:

Miss Hettie B. Dibble, Susie Crenshaw, Maggie Fealy, Mary Shannon, Mary Merritt, Julia Merritt, Louisa Merritt, Jennie Merritt; Mr. C. H. Newton, Henry Behan, H. A. Saxe, V. C. Hart, P. Statton, G. F. Baker.

THIRD DAY.

Institute met at 10 A.M.—Superintendent Furlong in the chair. Opened with song by Miss Florence E. Wilcox. The minutes of the two previous meetings were read and approved.

The President introduced Prof. Newell, who addressed the Institute on the Subject of Music and was listened to with interest. He thought that the study of music was very much neglected and was afraid that it might be long before we gave music the time that its importance demanded. He thought the European plan of teaching music was much preferable to ours; children

were very much confused by the continual changing of the names of the notes. The same name should always be applied to the same line or space.

Mr. Bernhard Marks followed with his experience, and what he saw and heard while East, on teaching the same subject. He thought that it would not be more than three or four years till the promotions in our schools will depend as much on Music as on any other branch of study.

An interesting discussion on reading was opened by J. O. Hawkins, and participated in by Messrs. Towle, Saxe, Swineerton and others.

Recess being in order, all took an active part in the proceedings. Select reading by Miss Gussie Stowe closed the exercises of the morning. Adjourned to meet at 1:30 P.M.

AFTERNOON SESSION.

Institute opened at 1:30—Superintendent Furlong in the chair. Music—instrumental—by Miss A. Montgomery. Mr. Marks was introduced and proceeded to explain how to teach penmanship. He illustrated fully on the blackboard. Recess of fifteen minutes.

Song by Miss Hills. The committee on Records reported verbally, through their chairman, Mr. Towle. He dwelt on the importance of complete records and thought that they should be preserved by all districts. The report was received and the committee discharged, with the thanks of the Institute.

Mr. Crowell, of San Jose, discussed the subject of Geography in an amusing manner. He selected a class and gave a practical illustration of map drawing. The session closed with a declamation by Mr. Harry Varney. Adjourned to meet at 9½ A.M.

FOURTH DAY.

MORNING SESSION.

Institute met at 9½ o'clock, A.M. The Superintendent being absent the Secretary called the meeting to order, when Mr. C. H. Crowell was elected temporary chairman. Opened with song: "Hail Columbia," by the Institute. Minutes of the two previous sessions were read and approved.

On motion the order of exercises was postponed until the arrival of the next car from San Jose, and the question box was opened instead.

Question—How can communication between pupils by passing notes be prevented?

Answered by Messrs. J. S. White, C. H. Crowell, G. E. Lighthall, W. W. Kennedy and J. B. Finch.

Essay—"The Patrons of our Schools," by J. S. White.

By invitation the Rev. Dr. Briggs addressed the Institute on "How to Teach Morals in our Public Schools." He argued

that the only standard of morality is the Bible, and that it should be used in our schools. He was followed by Superintendent Furlong, who opposed its introduction, and S. M. Swinnerton who warmly favored the use of the Bible.

Recess was next declared to be in order; after which we listened to an essay—"Does the Heart Circulate the Blood?" by S. E. Shaw—remarks by several on the subject. Select reading—"Little Gretchen," by W. O. Swinnerton. Adjourned to meet at 1½ P.M.

AFTERNOON SESSION.

Institute met at 1.30—Superintendent A. Furlong in the chair.

Song—Solo—"Under the Daisies," by Miss B. M. Lawrey.

Minutes read, corrected and approved.

Select Reading—"The Wreck of the Pocahontas," by Miss M. J. Gould.

Mr. C. B. Towle gave a class exercise in Elocutionary Reading. Miss Florence Watkins and Mr. William Garwood each read several pieces. They did well. It was easily seen that they had received careful training and were capable of putting their instructions into practice.

The Institute took a recess of fifteen minutes, which came to a close long before any grew tired of the exercise. The Committee on Libraries made a report, which was received and the committee discharged. Followed by general remarks on the same by J. H. Braly, S. McPherson, C. B. Towle, W. W. Kenedy, J. A. Hudson, J. O. Hawkins and others.

J. S. White offered the following:

Resolved, That the State Appropriation of ten per cent. for the Library Fund should be discontinued.

The resolution was lost by a large majority.

The question box was next opened, when the following questions were answered:

1.—What is the gramatical distinction between the words "sit" and "set?"

2.—What is the object of "bid," in the sentence, "He bid him go?"

3.—A tree 64 feet high, standing on a level plane, is broken off so that the top, turning at the break as on a hinge, reaches the ground 32 feet from the base of the stump, at what height does it break?

Adjourned to meet at 7.45.

EVENING SESSION.

Institute met at 7.45—Superintendent Furlong in the chair. Music—instrumental—by Miss Ella L. Bassett. Prof. Knowlton was introduced and read "Bill and Joe;" also, "Courtin'." Both pieces were received with applause.

The Rev. Mr. Ames of San Jose was next introduced. He delivered an able and earnest lecture on "Education," which was received with marked interest.

To close the evening's entertainment Prof. Knowlton read "Chiquita," and "Katie Lee and Willie Gray," which were will received. Adjourned to meet as usual.

FIFTH DAY.

MORNING SESSION.

Institute met at 9.30. The Superintendent being absent, the Secretary called the meeting to order. Mr. W. T. Haley was elected chairman *pro tem.* Music— instrumental—by Miss Widney.

Minutes of two previous sessions read and approved.

Mr. S. M. Swinnerton gave a general talk on teachers and teaching, and was followed by Prof. Knowlton on the same subject. Recess followed with its usual lively accompaniments.

Mr. Malone and Prof. Knowlton occupied the remainder of the session in discussing the subject of Phonography. Adjourned to meet as usual.

AFTERNOON SESSION.

Institute met at 1.30—Superintendent Furlong in the chair. Song by Miss Merritt. Minutes of previons session read and approved. The Committee on Text-books could not agree—no report received. The Committee on Resolutions made the following report:

Resolved, That the Institute return thanks to the Santa Clara Board of Education, for the many favors they have received during the present session.

Resolved, That the thanks of the Institute are due to and are hereby tendered to Dr. Fitzgerald, State Superintendent, Rev. C. G. Ames, Bernhard Marks, Prof. Knowlton, Dr. O. H. Huntly, Mr. Malone, Rev. Dr. Briggs and Prof. Newell, who, by their efforts, have rendered our exercises pleasant and instructive.

Resolved, That we regard absence from the sessions of the Institute, unless occasioned by unavoidable circumstances, as unprofessional conduct on the part of teachers.

Resolved, That the thanks of the teachers are hereby tendered to the Superintendent, for the able, impartial and successful manner in which he has conducted the present Teachers' Institute.

The report was received and the committee discharged. On motion of Mr. Hart, the resolutions were acted upon separately, and were unanimously adopted as reported.

It was announced that Prof. Knowlton would entertain the members of the Institute and their friends at Varney's Hall, in San Jose, to be followed by a re-union, to commence at 8 P.M.

Adjourned. W. W. KENNEDY, Sec.

The evening entertainment was a grand success. The Rea ings were well received, and the re-union was all that could desired.

PLACER COUNTY TEACHERS' INSTITUTE.

The Placer County Teachers' Institute met, pursuant to a call of the Superintendent, May 17th, 1870. At 10 o'clock A.M. the Institute was called to order, and briefly addressed by Superintendent Kinkade.

The following named teachers present were enrolled:

Mr. A. H. Goodrich, Mr. W. H. Whitelaw, Mr. T. P. Ashbrook, Mr. J. L. Simpson, Mr. C. P. Reno, Mr. James Monier, Mr. H. N. Atkinson, Miss F. D. Sibley, Miss Mary A. Parlin, Miss M. M. Riddle, Miss Dora F. Walker, Miss Amanda J. Carter, Miss Fanny Cole, Miss Anna Canfield, Miss Annie Pitcher, Miss Ella Coffin, Miss Merrella Burk, Miss Carrie Green, Mrs. M. C. Rosboro, Mrs. S. J. Rogers, Mrs. E. H. Humphreys, Miss F. A. Woodruff, Mrs. M. E. Phelan, Miss C. Ella Jones, Mrs. E. E. Colvin and Mr. J. T. Darwin.

Mr. H. N. Atkinson was chosen Secretary, Miss Fanny Cole Assistant Secretary and Mr. A. H. Goodrich Vice President.

The following committees were appointed: On Order of Exercises—Miss M. M. Riddle and A. H. Goodrich. On Music—Mrs. E. H. Humphreys and Miss F. D. Sibley. On Introduction—Miss F. D. Sibley, Mrs. M. E. Phelan and A. H. Goodrich. On Resolutions—Miss M. M. Riddle, Mr. T. B. Ashbrook and H. N. Atkinson.

After many introductions, much merriment and a short discussion on the best order of exercises, the Institute adjourned.

AFTERNOON SESSION.

Institute opened with prayer by Rev. M. C. Rosboro. Mr. Ashbrook gave a class exercise in English grammar, which was followed by a discussion. Mr. A. H. Goodrich gave a class exercise in composition, beautifully illustrating his theory; and this was followed by several teachers illustrating their views on the subject. Adjourned.

SECOND DAY.

MORNING SESSION.

Institute met at 10 A.M.—Superintendent in the chair. Singing.

A lengthy and animated discussion took place on the question called by the Superintendent—Can Teaching be reduced to a science?—most of the teachers participating.

Mr. Ashbrook was again called and gave a class exercise in practical arithmetic. A discussion followed continuing to adjournment.

AFTERNOON SESSION.

Institute met at 1 P.M., and was opened by singing and prayer.

The following resolutions were introduced:

Resolved, That in the opinion of this Institute, Eaton's Arithmetics should be changed for Robinson's.

Carried. A resolution to change the Readers, after a lengthy discussion, was lost.

Miss Rosboro then, at request of the Superintendent, read several selections before the Institute, for which she received a vote of thanks. Miss Riddle next gave a very interesting and instructive class exercise in spelling. This was followed by discussion and other teachers giving their theories. Adjourned.

EVENING SESSION.

State Superintendent Hon. O. P. Fitzgerald made his appearance during class work before the board of examination, was introduced to the class and teachers present by Mr. A. H. Goodrich and Superintendent Kinkade, and at an evening session delivered a very eloquent and instructive lecture to the teachers and people of Auburn on the work of popular education.

THIRD DAY.

MORNING SESSION.

Institute met at 10 o'clock—Superintendent in the chair. Institute opened with singing. Prof. Spencer was present and introduced by the Superintendent.

Mr. Atkinson was called and gave a class exercise in Algebra, which was followed by a protracted discussion and illustrations of the Binomial theorem by Prof. Spencer, all of which was very interesting, ending by adjournment.

AFTERNOON SESSION.

Institute met at 1 o'clock P.M. Mrs. Humphreys gave a class exercise in geography. The subject was discussed and other teachers gave their theories.

The following question was then discussed: What is the best method for teachers to pursue in order to secure the co-operation of parents? Messrs. Goodrich, Ashbrook, Darwin, Atkinson, Misses Woodruff, Riddle, Mrs. Humphreys and Mr. Superintendent taking a lively part.

Mr. Goodrich gave a class exercise in mental arithmetic, which was followed by discussion and adjournment.

FOURTH DAY.

MORNING SESSION.

Institute met at 10 o'clock, A.M.—Superintendent in the chair. Mr. Goodrich gave a class exercise in physiology.

An earnest and lengthy discussion then took place on the best method of governing refractory pupils. This was carried on with spirit by Mrs. Humphreys, Mrs. Neal, Misses Woodruff, Cole, Riddle, Carter, Messrs. Goodrich, Ashbrook, Darwin, Reno, Atkinson, and terminated by Mr. Superintendent illustrating his theory of looking obstinate pupils out of countenance, and freezing out their indulgent, tender-hearted Pa's and Ma's—much merriment ensued. Adjourned.

AFTERNOON SESSION.

Institute met at 1 o'clock P.M. The following resolutions were adopted:

Resolved, that Mr. Rowell, proprietor of the Forest Hill Stage Line, is entitled to the thanks of this Institute for his kindness in passing teachers over his route at half-fare rate.

Resolved, That Hon. O. P. Fitzgerald, State Superintendent, is entitled to the hearty thanks of this Institute for his very able and instructive lecture on the work of popular education.

Resolved, That A. H. Goodrich is entitled to the thanks of the Institute for his efforts to make the Institute interesting and instructive.

Resolved, That the thanks of the Institute be presented to our County Superintendent for his efforts in the work of education, and for his bold and fearless stand in defense of the rights of teachers.

Following were many congratulatory speeches, concluding with a short and very beautiful closing address by the County Superintendent, in returning thanks to the teachers of the county and all present. Adjourned to meet in evening session, at 8 o'clock P.M.

EVENING SESSION.

Eight o'clock P.M.—Superintendent in the chair. A large and itelligent audience present. Essays were read by Mrs. E. H. Humphreys, Miss F. A. Woodruff and Miss Fanny Cole. Prof. Spencer then gave a class exercise in elocution, with many beautiful illustrations in reading, and the Institute adjourned, *sine die*. N. H. ATKINSON, Secretary.

In point of numbers the Institute was limited, but in enthusiasm and intelligence it was a decided success, and much good will result from its work.

For the convenience of teachers desiring examination, a session of the board was held each day; and we had a class of fourteen, out of which there was but one failure, and several obtained the most flattering percentage. Five first, and eight second grade certificates were granted.

Placer county can boast of many fine teachers and several veterans. JOHN T. KINKADE, Co. Supt.

[We regret that these proceedings were not received in time for our August Number.—EDS. T.]

MILLIE.

Twenty years ago, one bright, sweet, Summer morning, when the June roses were scenting the air, two pretty blue eyes opened for the first time on the green earth and the tinted sky, in the sombre old village of Woburn, Mass. I know where it lies—many a time I have stood on those wooded hills of Essex, whe the mists of the Merrimac were flooding the valley, and the glamour of the Indian Summer hung over all, and looked over towards the old town.

In Autum of '53 I took my last look from those heights, and started toward the setting sun. Then Millie was a three years' child—her large eyes full of wonder—her young soul full of gentleness and love for everybody and everything—she seemed even then to have the intuitive consciousness that

> "He prayeth best who loveth best
> All things, both great and small;
> For the dear Lord who loveth them,
> He made and loves us all."

And so she loved all. I seem to see her through the vista of years, standing by the hollyhocks, under the morning glories—

> "The sweetest flower that ever grew
> Beside a human door."

Giving out her incense of love. A few rosy summers—a few golden autumns glorified her little world there; a few snowy wreaths—a few April rains fell upon her young head; she, too, drifted with the great current, and came to womanhood—serene—calm—thoughtful—still loving—by the gates of this Western bay.

She sits looking into the future—not hopeful, for

> "Millions of spiritual beings round us move
> Both when we wake and when we sleep."

And the invisible faces that look into her eyes, are pale and thin. With Margaret in the tragedy she breathes "Here I and Sorrow Sit."

The strong right arm that had carried her so lovingly, like a lamb, through her happy childhood, lay paralyzed on Hawkins' Bar. The mountain torrent—yellow—turbid—bubbles forever in her ears, but the voice is still—under the pines; and the eyes, into which her young eyes first looked, the bosom on which her young head was first pillowed, is saddened; the heart that was her "life of life" beats slower, and she must stand up to do or die. The hour of her heroism has come, and she is ready. The purpose is formed—the resolution taken—the will asserts its power, though the flesh is weak; and, girding on her armor, she steps into the arena of conflict where duty calls, to wait for the opportunity. Hope lights her eyes and tones her nerves, and cords up her muscles and swells her heart, and the future *must*

be brighter. She waits yet; hours pass; days pass slowly; weeks pass heavily—they drag; but she waits patiently, for she sees Hope leaning on the anchor, and Faith, with her cross, looking upward—the celestial radiance on her face; so she presses down the rising heart, and waits—waits. She grows anxious, for the face of one whose name is *Want* looks over her shoulder always; the face looks beseechingly but silently into hers; it *pleads* with a silence that is eloquent, and she *must* succeed; they *must* listen to her, they *must* grant her petition. Why will they stop their ears and turn away? Why will they put gold into coffers that have never been empty, and leave her thin palms—so hungry?

Anxiety has grown to anguish; another pale face is by her side to-night, whose name is Sickness, and another Despair—and now her poor brain is wild, is wild—"Kate is crazed." She is loving still—in the terrible delirium—she puts her arms about the neck that had borne her burden so long, and says "I waited so long, mother, so long; I *thought* it would come—it will come, it will come."

"I have ships that went to sea,
More than fifty years ago;
None have yet come home to me,
But keep sailing to and fro.
I have seen them in my sleep,
Plunging through the shoreless deep,
With tattered sides and battered hulls,
While around them screamed the gulls,
Flying low, flying low."

"Do you know me, Millie?"—the fingers clinched firmer; the thin arms drew her closer and gave the answer, then again—

"If my ship that's out to sea,
Ever safely gets to me,
Mother, dear,
A grand lady you shall be;
And then, mother, we shall see
Those that scorned you so to-day—
Drove you harshly from their way,
Bow the head, and e'en the knee,
To you and me,
When my ship comes home from sea."

Then a touchingly sweet prayer, the conception of "a mind diseased," but couched in beautiful words, went up from the white lips; and then "'tis so long to wait—so long;" and then a flock of pretty children stand around—in air—and she talks to them; then a rest, then

"I have waited on the piers,
Gazing for them down the bay,
Days and nights for many years,
'Till I turned, heartsick, away;
But the pilots, when they land,
Stop and take me by the hand,
Saying, 'You will live to see,
Your proud ships come in from sea,
One and all, one all."

She faintly said, "I shall have a school to-morrow—to-morrow." Her eyes turned upward—she seemed to see something up there—"I shall come soon for you, dear mother," and the sad heart was still—the poor brain rested.

Millie's heroic work was done—brought to a sudden, almost tragic close. "The fever called living, was over at last." She did her best to drive the demon from the door, but fell in the hard duty. Her work is her only monument.

Standing by the spot where she lies, in the still morning, the heavy thunder of the surf on the Pacific shore seems to perpetuate forever the unrest of her short life. Millie had seen twenty years.

IN MEMORIAM.

LINES WRITTEN ON THE DEATH OF MARY J. HOLDEN, MEMBER OF THE SENIOR CLASS, STATE NORMAL SCHOOL.

Death, again, has called another
To the Father's tender fold,
A dear school-mate, a dear sister,
For her Lord and God to hold.

Little thought we when we parted,
Only two short weeks ago,
That her voice would soon be silenced,
And her body laid so low.

We shall miss her in the school-room,
As we gather day by day;
But we feel that she is happy,
Where the blessed angels stay.

Tearfully we look around us
To the seat she occupied—
Nevermore shall we behold her,
'Till we've reached the other side.

Like a fair, sweet flower she faded,
'Ere the bloom of youth had fled;
Now in bright celestial bowers,
She will evermore be led.

She has only gone before us
To that calm and sunny shore,
And at heaven's gate she'll meet us,
When our voyaging is o'er.

Let us then be ever faithful,
And the still small voice obey,
So that we with her may gather
In the land of perfect day.

—A CLASSMATE.

TO THE TEACHERS AND PUPILS OF THE STATE NORMAL SCHOOL:—We, your committee appointed to draft resolutions concerning the death of our beloved friend and school-mate, Mary Jane Holden,

would respectfully submit the following preamble and resolutions:

Whereas, it has pleased Divine Providence to take from our midst one who was near and dear to us, one who shared our daily toils with cheerfulness and earnestness, and one who was kind and pleasant to all; while we deeply mourn her loss, we surrender all into the hands of that Infinite Being who seeth all things, and doeth all things well; and remembering her many virtues, we bow in humble submission to the decree that has taken from us our esteemed associate; therefore be it

Resolved, That in this sudden and unexpected loss of one cut down in the bloom of youth, we are deprived of a friend whose presence will no more enliven our school-room, whose sweet voice will sound no more to cheer us on, and whose departure has left vacant in our ranks a place that can never be filled.

Resolved, That we tender our heart-felt symyathy to the bereaved parents in their sad, irreparable loss, in the death of a daughter whose filial affection was beautifully portrayed in her respectful submission to her teachers.

Resolved, That, in token of respect for the departed, the desk lately occupied by her shall be draped in mourning, and shall be declared vacant for the current month; also, that all music, except sacred, be suspended from the exercises of the school during the ensuing week.

Resolved, That we will show our appreciation of the excellence of our departed class-mate by striving to imitate those virtues that secured for her the respect and affection of all who knew her.

Resolved, That a copy of these resolutions be sent to her parents, and also to the CALIFORNIA TEACHER, for publication.

DAN. LAMBERT,
JOHN RUDDOCK,
J. A. FILCHER,
MRS. MOORE,
ELLA RUSSELL,
CELINA CARRAU,
} Committee.

IMPROVED METHOD IN ARITHMETIC.

ZEM ZEM, Lake Co., July 14, 1870.

EDITORS CALIFORNIA TEACHER:—I notice some remarks in the TEACHER of July in respect to teaching arithmetic on the metrical system, which met my hearty approval. But I think there is a rule for writing arithmetic by which an apt scholar will learn as much in ten *lessons* as he will by the old system in use at present in two years and ten months. If we are going to introduce a new system, let us consult with each other and compare our rules and select the best.

The rule of which I speak is called the system of analysis by cancellation. I have a few of those books patented in 1858. I went to school to the author in 1849, and have used it for twenty years. I have also used other methods, and find from experience that it is far superior to any that have yet come under my observation. The author does not claim to have introduced a *new* system, but to have improved materially on the old system, for which he was granted a patent. It throws everything into a compound fraction, compares terms of supposition with terms of demand, and reduces the fraction to its lowest terms by cancel-

lation. Cause and effect will teach the scholar on which side of the perpendicular line (used for separating the terms of supposition from the terms of demand) to place each set of terms. It is easily learned, and when once learned speaks for itself. It claims to work all problems which a person would be likely to come in contact with during the business transactions of life except those composing cube and square root, which we all know will not admit of cancellation. The old system first multiplies and then divides. The new system first divides and then multiplies, which greatly abbreviates the process. All we ask of teachers is to acquire a knowledge of it sufficient to judge impartially before they condemn it, and we have no fears of its success. But those who condemn without knowing (as some do) can have a chance to challenge the rule by applying to the undersigned; and those who wish to know more of it, and see a sample of the work, can get it by applying to the same person. I would give some examples, but I do not wish to crowd too much on the limits of the TEACHER; therefore I have advanced a few of the outlines, and will leave the body of the system until another time. T. JEFF. OWEN.

CALIFORNIA INSTITUTION FOR THE DEAF AND DUMB, AND THE BLIND.

As the time for reopening school is approaching, the Directors of the Institution desire to call the attention of the public to the provision made by the State for the education of all youth afflicted with deafness or blindness. A large and convenient building, an excellent corps of teachers, and suitable apparatus for the special instruction which such unfortunates require, enable the Directors to offer unusual facilities for accomplishing the benevolent purposes of the Institution. A large shop has been erected, where the pupils spend a portion of each day in acquiring a knowledge of some handicraft, by which they can support themselves after leaving the Institution.

To correct misapprehension, the public is informed that the Institution is not an Asylum, but an educational establishment, where pupils are admitted for purposes of instruction only; but all deaf and dumb, or blind persons, between the ages of six and twenty-one years, of sound mind and body, and residents of the State, will be received without charge save for clothing and traveling expenses.

Pupils from Nevada can be admitted by application to Hon. A. N. Fisher, Superintendent of Public Instruction in that State.

Any one who knows of persons afflicted with deafness or blindness, will confer a favor by addressing the Principal, WARRING WILKINSON, Oakland, Alameda Co., to whom all communications relating to the Institution should be directed, and who will be happy to give any information that may be desired.

Department of Public Instruction.

SEMI-ANNUAL APPORTIONMENT OF SCHOOL FUND.

Office of Controller of State,
Sacramento, California, Aug. 1, 1870.

To the Superintendent of Public Instruction of the State of California:

Sir: In accordance with the provisions of an Act to provide for a system of Common Schools, approved April 4th, 1870, I hereby report as follows:

The securities belonging to the Common School Fund consist of bonds of the State of California, bearing interest at seven per cent. per annum, held by the State Treasurer in trust for the School Fund, and amount to one million and twenty-nine thousand and five hundred ($1,029,500 00) dollars.

The amount of money in School Fund this day, subject to apportionment, is one hundred and sixteen thousand six hundred and ninety-nine and 48-100 ($116,699 48) dollars.

The statement showing the balance subject to apportionment is as follows:

One-half of amount received from poll taxes since Feb. 1, 1870..	$18,399 58
Interest on State School Lands.....	46,333 64
Property tax (eight cents on each $100).....	20,470 94
Interest on bonds held by State Treasurer.....	36,032 50
Total.....	$121,236 66

From which deduct as follows:

Certificates of the Register of the State Land Office, of lands proved not to be the property of the State, received from County Treasurers.....$	337 18	
Amount paid for *California Teacher*.....	4,200 00	
		4,537 18
Amount subject to apportionment.....		$116,699 48

Very respectfully, your obedient servant,

ROB'T WATT, Controller,
By J. W. C. Coleman, Clerk.

APPORTIONMENT.

Total number of school census children, between five and fifteen years of age entitled to receive money, 112,743. Amount per child, $1 03.

Alameda County.—Alameda, 122; Alvarado, 98; Alviso, 39; Bay, 40; Brooklyn, 457; Centreville, 107; Cosmopolitan, 41; Eden Vale, 39; Encinal, 102; Eureka, 82; Laurel, 240; Lincoln, 35; Livermore, 113; Lockwood, 46; May, 44; Mission San José, 56; Mission Peak,—; Mowry's Landing, 44; Murray, 155; Oakland, 1,328; Ocean View, 102; Palmyra, 42; Peralta, 109; Pleasanton, 71; Redwood, 24; San Lorenzo, 90; Summit, 59; Suñol, 60; Temescal, 131; Townsend, 71; Union, 293; Vallecito, 49; Washington, 77; Warm Springs, 74. Total, 4,440; amount, $4,573 20.

ALPINE.—Everett, 27; Franklin, 11; Lincoln, 26; Webster, 22; Total, 86; amount, $88 58.

AMADOR.—Amador City, 80; Aqueduct City, 32; Buckeye Valley, 79; Buena Vista, 70; Clinton, 35; Copper Hill, 22; Drytown, 76; Fiddletown, 88; Franklin, 19; Forest Home, 29; Ione Valley, 90; Jackson, 193; Jackson Valley, 38; Lancha Plana, 80; Mountain Echo, 33; Mountain Sprlngs, 18; Milligan's, 45; Muletown, 51; New York Ranch, 40; Oneida, 78; Puckerville, 61; Pine Grove, 54; Sutter Creek, 253; Stony Creek, 18; Union, 85; Union Church, 28; Upper Rancheria, 38; Vanwincle, 7; Volcano, 40; Williams', 37; Willow Springs, 30; Washington, 85. Total, 1,872; amount, $1,928 16.

BUTTE.—Bangor, 39; Butte Valley, 84; Bidwell, 38; Cañon Creek, 35; Central House, 27; Cherokee 107; Chico, 334; Clipper Mills, 24; Dayton, 76; Delaplain, 67; Eureka; 42; Evansville, 39; Forbestown, 54; Hamilton, 43; Kimshew, 77; Live Oak, 42; Lone Tree, 29; Manzanita, 24; Meridian, 37; Messilla Valley, 41; Morris' Ravine, 22; Mountain Spring, 48; Mud Creek, 43; Oroville, 284; Oregon City, 37; Pine Creek, 60; Rio Seco, 67; Rock Creek, 42; Salem, 27; Sandy Gulch, 29; Stoneman, 10; Union, 16; Upham, 9; West Liberty, 25, Wyandott, 78; Wyman's Ravine, 43 Total, 2,099; amount, $2,161 97.

CALAVERAS.—Angels, 198; Altaville, 89; Brushville, 89; Black Hills, 26; Camanche, 89; Campo Seco, 88; Cave City, 53; Chili Gulch, 80; Copperopolis, 156; Douglas Flat, 42; Eureka, 45; Fourth Crossing, 72; Mokelumne Hill, 192; Mosquito Gulch,20; Murphy's, 181; Negro Gulch, 51; Petersburg, 74; Pleasant Springs, 14 [by error in last, $29 54 due Pleasant Springs District]; San Andreas, 161; Salt Spring Valley, 25; Sheep Ranch, 28; Telegraph City, 65; Upper Calaveritas, 60; Union, 38; Vallecito, 76; West Point, 81; Washington Ranch, 53; Spring Valley, 57. Total, 2,193; amount, $2,258 79.

COLUSA.—Butte Creek, 18; Bridgeport, 33; Colusa, 210; Dry Slough, 60; Franklin, 102; Freshwater, 49; Grand Island, 63; Grindstone, 53; Indian Valley, 87; Jackson, 23; Marion 39; Princeton, 38; Plaza, 48; Stony Creek, 58; Union, 35; Washington, 32. Total, 939; amount, $967 17.

CONTRA COSTA.—Alamo, 45; Amador, 27; Antioch, 128; Bay Point, 44; Carbondale, 94; Central, 64; Danville, 30; Excelsior, 73; Eden Plain, 61; Green Valley, 43; Iron House, 35; Lafayette, 42; Liberty, 79; Lime Quarry, 64; Lone Tree, 50; Martinez, 184; Moraga, 42; Morgan Territory, 36; Mount Diablo, 92; Mount Pleasant, 92; Oak Grove, 67; Pinole, 81; Pleasant Hill, 36; Pacheco 210; Rodeo Valley, 84; San Ramon, 38; San Pablo, 193; Somersville, 149; Tassajara, 35; Willson Springs, 44; Sycamore, 35. Total, 2,297; amount, $2,365 91.

DEL NORTE.—Crescent, 149; Rowdy Creek, 28; Bradford, 33; Happy Camp, 22; Ocean 14. Total, 246; amount, $253 38.

EL DORADO.—Buckeye Flat, 76; Bear Creek, 21; Blair's, 61; Carson Creek, 28; Cold Spring, 44; Coloma, 123; Coon Hollow, 71; Diamond Springs, 99; El Dorado, 153; French Creek, 49; Garden Valley, 33; Georgetown, 144; Greenwood, 43; Green Valley, 30, Gold Hill, 53; Indian Diggings, 41; Jay Hawk, 64; Kelsey, 55; Latrobe, 81; Missouri Flat, 23; Mountain, 31; Mount Aukum, 48; Mosquito, 14; Natoma (part of), 11; Negro Hill, 17; Newtown, 28; Oak Hill, 69; Pilot Hill, 33; Placerville, 401; Pleasant Valley, 44; Reservoir, 76; Salmon Falls, 44; Smith's Flat, 43; Spanish Dry Diggings, 36; Tennessee, 48; United, 44; Uniontown, 57; Wild Goose, 12. Total, 2,348; amount, $2,418 44.

FRESNO.—Alabama, 29; Chowchilla, 63; Dry Creek, 56; Fancher, 98; Fresno, 47; Hazleton, 104; Kingston, 57; Lake, 43; Millerton, 98; Mississippi, 24; New Idria, 79; Scottsburg, 70. Total, 768; amount, $791 04.

HUMBOLDT.—Union, 238; Eureka, 330; Bucksport, 96; Table Bluff, 85; Slide, 45; Eel River, 71; Hydesville, 116; Van Duzen, 37; Grizzly Bluff, 71; Island, 55; Ferndale, 62; Centerville, 16; Bear River, 28; Mattole, 102; Yager Creek, 27; Knealan's Prairie, 16. Total, 1,395; amount, $1,436 85.

INYO.—Independence, 16; Milton, 18; Union, 44. Total, 78; amount, $80 34.

KERN.—Havilah, 75; Kern Island, 76; Linn's Valley, 89; Tiachepe, 64. Total, 304; amount, $313 12.

KLAMATH.—Klamath, 56; Trinidad, 99; Orleans, 55. Total, 210; amount, $216 30.

LAKE.—Cinnabar, 26; Morgan Valley, 25; Lower Lake, 89; Burn's Valley, 28; Excelsior, 49; Loconomi, 76; Rincon, 61; Uncle Sam, 36; Kelsey Creek, 41; Big Valley, 63; Lakeport, 70; Pleasant Grove, 72; Blue Lake, 24; Upper Lake, 100. Total, 760; amount, $782 80.

LASSEN.—Susanville, 143; Richmond, 31; Susan River, 37; Janesville, 40; Lake, 39; Soldier Bridge, 10; Milford, 47. Total, 347; amount, $357 41.

LOS ANGELES.—Alameda, 103; Anaheim, 222; Azuza, 123; Ballona, 129; Bog Dale, 68; Cienega, 132; El Monte, 69; Green Meadows, 241; La Puenta, 110; Los Angeles, 1,477; Los Nietos, 152; Maizland, 108; New River, 49; Old Mission, 191; Santa Ana, 275; San Antonio, 65; San Fernando, 63; San Gabriel, 225; San José, 136; San Juan, 152; Silver, 55; Soledad, 98; Spring, 29; Wilmington, 152. Total, 4,424; amount, $4,556 72.

MARIPOSA.—Mariposa, 142; Hornitos, 159; Coulterville, 107; Bear Valley, 85; Quartzburg, 62; Princeton, 21; Sherlock's, 40; Sebastopol, 33; Cathay's Valley, 94; Hunter's Valley, 56. Total, 799; amount, $822 97.

MARIN.—San Rafael, 132; San Quentin, 32; San Antonio, 62; Chileno Valley, 16; American Valley, 55; Saucileto, 83; Aurora, 64; Olima, 29; Bolinas, 27; Halleck, 35; Dixie, 165; Novatto, 51; Franklin, 32; Tomales, 57; Ross' Landing, 57; Nicasio, 60; Clark, 26; Garcia, 75; Bay District, 49; Estero, 25. Total, 1,110; amount, $1,143 30.

MERCED.—Jefferson, 388; Jackson, 98; Merced Falls, 80; Mariposa, 52; Pioneer, 56; Dry Creek, 16; McSwain, —; Bear Creek, —; Lone Tree, —. Total, 690; amount, $710 70.

MONO.—North Antelope, 12; Antelope, 21; Bridgeport, 30; Bishop Creek, 63; Round Valley, —. Total, 126; amount, $129 78.

MENDOCINO.—Anderson, 54; Albion, 20; Big River, 72; Buchanan, 108; Counts, 64; Cayote, 31; Central, 48; Calpella, 33; Cuffee's Cove, 38; Caspar, 42; Eel River 62; Fish Rock, 21; Gualala, 26; Gaskill, 37; Indian Creek, 29; Little River, 20; Little Lake, 66; Upper Little Lake, 66; Long Valley, 100; Mill Creek, 42; Manchester, 71; Navarro, 23; Oriental, 48; Potter Valley, 61; Round Valley, 98; Rancheria, 46; Redwood, 51; Sanel, 87; Sherwood, 39; Union, 58; Ukiah, 237; Walker Valley, 16. Total, 1,814; amount, $1,868 42.

MONTEREY.—Alisal, 77; Carneros, 46; Carmello, 76; Carrolton, 87; Castroville, 143; Lindley, 67; Mountain, 57; Monterey, 417; Natividad, 140; San Fe-

lipe, 67; San Antonio, 97; San Juan, 272; Spring, 124; Springfield, 53; Tembledero, 90; San Benito, 132; Santa Rita, 112; Salinas City, 145; Hollister, 62. Total, 2,264; amount, $2,331 92.

Napa. — Berryessa, 53; Buchanan, 72; Capells, 39; Carneros, 31; Cherry Valley, 28; Chiles, 62; Chiles Valley, 19; Franklin, 12; Calistoga, 98; Howard, 48; Jefferson, 33; Liberty, 38; Mountain, 33; Napa City, 445; Oak Grove, 41; Oakville, 40; Putah, 35; Pope Valley, 32; Redwood, 53; Salvador, 37; Soda Cañon, 35; Suscol, 58; St. Helena, 224; Tucker, 39; Upper Cope, 41; Wooden Valley, 33; Yount, 48. Total, 1,727; amount, $1,778 81.

Nevada. —Altamont, 15; Allison Ranch, 143; Birchville, 56; Blue Tent, 26; Bear River, 30; Chalk Bluff, 60; Clear Creek, 52; Cherokee, 54; Columbia Hill, 58; Forest Springs, 168; French Corral, 86; Grass Valley, 976; Graniteville, 50; Indian Springs, 40; Kentucky Flat, 46; Little York, 37; Lime Kiln, 39; Liberty Hill, 23; Lake City, 28; Moore's Flat, 85; Moony Flat, 38; Nevada, 641; North San Juan, 157; North Bloomfield, 48; North Star, 97; Oakland, 115; Omega, 39; Pleasant Valley, 49; Quaker Hill, 32; Rough and Ready, 81; Relief Hill, 22; Spencerville, 35; Sweetland, 84; Selby, 41; Truckee, 257; Union Hill, 104; Washington, 57; Willow Valley, 26. Total, 3,995; amount, $4,114 85.

Placer.—Auburn, 133; Bath, 59; Blue Cañon, 31; Cisco, 30; Coon Creek, 45; Christian Valley, 18; Dry Creek, 22; Deadwood, 11; Dutch Flat, 177; Damascus, 18; Excelsior, 23; Franklin, 32; Forest Hill, 167; Fairview, 14; Gold Hill, 37; Gold Run, 114; Iowa Hill, 75; Illinoistown, 163; Last Chance, 23; Lisbon, 24; Lincoln, 69; Lone Star, 16; Michigan Bluff, 79; Mt. Pleasant, 38; Neilsburg, 29; Newcastle, 39; Norwich, 39; Ophir, 65; Pleasant Grove, 11; Rattlesnake, 66; Rock Creek, 39; Rocklin, 100; Roseville, 44; Smithville, 25; Stewart's Flat, 35; Todd's Valley, 65; Union, 12; Wisconsin Hill, 44; Washington, 28; Yankee Jim's, 69. Total, 2,109; amount, $2,172 27.

Plumas. —Antelope, 10; Beckworth, 34; Crescent, 30; Genesee, 10; Greenville, 54; La Porte, 89; Mohawk, 31; Pioneer, 36; Pilot Peak, 25; Plumas, 11; Quincy, 52; Rocky Point, 10; Spanish Peak, 34; Summit, 30; Seneca, 51; Taylor, 77; Union, 14. Total, 598; amount, $615 94.

Sacramento.—Alabama, 65; American, 36; American River, 69; Ashland, 44; Brighton, 32; Buckeye, 34; Carson Creek, 36; Centre, 21; Davis, 19; Dry Creek, 36; Eagle Point, 10; Elk Grove, 44; Elder Creek, 42; Enterprise, 58; Excelsior, 38; Franklin, 63; Georgiana, 32; Granite, 190; Grant, 32; Hicksville, 54; Jackson, 43; Katesville, 20; Kinney, 73; Laguna, 20; Lincoln, 45; Michigan Bar, 90; Mokelumne, 24; Natoma, 37; Oak Grove, 27; Onisbo, 37; Pacific, 37; Pleasant Grove, 88; Point Pleasant, 29; Prairie, 25; Richland, 29; San Joaquin, 49, Stone House, 52; Sutter, 80; Sylvan, 75; Union, 61; Viola, 48; Washington, 63; Walnut Grove, 13; West Union, 49; White Rock, 30; Wilson, 28; Sacramento, 2,909, Total, 5,036; amount, $5,187 08.

San Bernardino.—American, 76; City, 246; Chino, 85; Central, 52; Juape, 60; Mill, 22; Mission, 104; Mount Vernon, 114; Riley, 76; Santa Ana, 67; San Salvador, 173; San Timoteo, 67; Temescal, 62; Warm Springs, 149. Total, 1,353; amount, $1,393 59.

San Diego.—San Diego, 490; Milquatae, 53; New San Diego, 82; San Jacinto, 74. Total, 700; amount, $721 00.

SAN FRANCISCO.—Total, 25,785; amount, $26,558 55.

SAN JOAQUIN.—August, 46; Athearn, 28; Alpine, 42; Burwood, 33; Brunswick, 41; Calaveras, 23; Corral Hollow, 61; Castle, 51; Chartville, 29; Charity Dale, 22; Columbia, 43; Davis, 37; Douglass, 64; Dry Creek, 60; Delphi, 59; Elkhorn, 29; Everett, 44; Enterprise, 30; French Camp, 54; Franklin, 27; Fairview, 29; Greenwood, 40; Grant, 38; Henderson, 39; Harmony Grove, 32; Houston, 61; Linden, 107; Liberty, 88; Live Oak, 28; Lincoln, 31; Lone Tree, 23; Lafayette, 34; Lockeford, 77; Moore, 40; Madison, 42; Mokelumne, 47; Mount Carmel, 39; McKamy, 64; New Jerusalem, 51; North, 125; Pacific, 62; Pittsburg, 55; Rustic, 30; River, 25; South, 122; Stockton, 1,312; Salem, 23; Shady Grove, 27; San Joaquin, 34; Telegraph, 54; Tulare, 49; Turner, 39; Union, 41; Vineyard, 166; Van Allen, 47; Woods, 67; Wheatland, 22; Washington, 35; Weber, 57; Wildwood, 60; Willow, 68; Zinc House, 57. Total, 4,304; amount, $4,433 12.

SAN LUIS OBISPO.—Arroyo Grande, 96; Santa Fé, 118; Mission, 350; Excelsior, 57; Central, 60; Cayucas, 48; Franklin, 32; Olmsted, 25; Mammoth Rock, 41; Santa Rosa, 33; Hesperian, 57; San Simeon, 83; Nascimiento, 49; Salinas, 45; San José, 41. Total, 1,145; amount, $1,179 35.

SAN MATEO.—San Bruno, 103; San Mateo, 105; Belmont, 51; Redwood City, 322; Searsville, 90; Greersburg, 66; Laguna, 85; Half Moon Bay, 222; Purissima, 48; West Union, 42; Jefferson, 65; Milbrae, 51; Tunis, 51; San Gregorio, 50; Pescadero, 97; Bell, 103. Total, 1,551; amount, $1,597 53.

SANTA CLARA.—Berryessa, 75; Braly, 62; Burnett, 49; Calaveras, 29; Cambrian, 55; Carnadera, 76; Encinal, 55; Evergreen, 76; Franklin, 62; Gilroy, 272; Guadalupe, 64; Hamilton, 50; Hester, 131; Highland, 28; Hill, 280; Jackson, 67; Jefferson, 60; Laguna, 29; Lexington, 43; Lincoln, 47; Los Gatos, 69; Live Oak, 45; Mayfield, 201; Millikin, 55; Milpitas, 55; Mission Peak, 4; Moreland, 76; Mountain View, 151; Mount Pleasant, 37; New Almaden, 178; Oak Grove, 81; Orchard Street, 88; Pala, 39; Pioneer, 105; Redwood, 85; Rhodes, 50; San Antonio, 48; Santa Clara, 497; San Felipe, 27; San José, 1,549; San Ysidro, 114; Sierra, 32; Silver Creek, 67; Summit, 23; Union, 65; Willow Glen, 81; Collins, 25. Total, 5,648; amount, $5,817 44.

SANTA CRUZ.—Santa Cruz, 751; Pajaro, 471; San Andreas, 28; Mountain, 46; Oak Grove, 132; Petroleum, 17; Happy Valley, 35; Hazel Brook, 19; El Jarro, 37; Railroad, 43; Scott's Valley, 41; San Lorenzo, 59; Bay View, 81; Green Valley, 74; Carlton, 75; Soquel, 209; Union, 74; Grant, —; Aptos, 51; Roache, 116; Bowlder Creek, 18; Summit, 26. Total, 2,403; amount, $2,475 09.

SHASTA.—Shasta, 168; Roaring River, 17; Millville, 87; Clear Creek, 46; Eagle Creek, 37; Pitt River, 56; Fall River, 52; Burney Valley, 14; Cañon House, 23; French Gulch, 71; Little Cow Creek, 41; Whiskytown, 30; Cottonwood, 18; Texas Springs, 17; Stillwater, 28; Middletown, 16; Piety Hill, 49; Buckeye, 15; American Ranch, 17; Parkville, 34; Oak Run, 14; Clover Creek, 43; Oak Knoll, 27; Sierra, 72. Total, 987; amount, $1,016 61.

SANTA BARBARA.—Santa Barbara, 848; Rafuela, 118; Pleasant Valley, 58; Montecito, 108; Carpenteria, 149; Pedregoso, —; San Buenaventura, 330; Santa Paula, 79. Total, 1,690; amount, $1,740 70.

SIERRA.—Downieville, 202; Goodyear's, 62; Forest City, 37; Alleghany, 74; Table Rock, 192; Gibsonville, 57; St. Louis, 31; Union, 68; Eureka, 34; Morristown, 14; Sierraville, 53; Loyalton, 42; Plum Valley, 33; Mount Pleasant, 22; Alpine, 17; Antelope, 12; Washington, 27; Alta, 31; Butte, 19; Rocky Point, 18; Minnesota, 24. Total, 1,067; amount, $1,099 01.

SISKIYOU.—Ash Creek, 50; Big Valley, 25; Butteville, 50; Cedar Park, 14; Center, 54; Cottonwood, 46; Deep Creek, 40; Douglas, 24; Eagleville, 22; East Fork, 20; Franklin, 30; Gordon Valley, 25; Goose Lake Valley, 24; Hawkinsville, 24; Humbug, 32; Lincoln, 42; Little Shasta, 50; Mill Creek, 60; Mount Bidwell, 14; Mount Shasta, 22; Oro Fino, 46; Quartz Valley, 24; Scott River, 60; Scott Valley, 94; Shasta Valley, 24; South Fork, 32; Surprise Valley, 20; Table Rock, 30; Union, 20; Vineland, 30; Washington, 46; Willow Creek, 60; Yreka, 286. Total, 1,440; amount, $1483 20.

SOLANO.—Alamo, 41; American Cañon, 42; Benicia, 340; Binghamton, 56; Bunker Hill, 58; Crystal, 127; Centre, 66; Dover, 44; Denverton, 21; Dickson, 27; Esmeralda, 44; Egbert, 72; Fairfield, 107; Grant, 67; Green Valley, 72; Gomer, 28; King, 41; Mountain, 16; Maine Prairie, 75; Montezuma, 68; Oak Dale, 33; Owens, 39; Pitts, 69; Pleasant Valley, 16; Putah, 18; Pleasant Hill, 12; Rio Vista, 79; Rockville, 68; Suisun, 74; Solano, 44; Silveyville, 185; Salem, 32; Tremont, 65; Ulatis, 154; Union, 54; Vallejo, 864; Wolfskill, 15. Total, 3,233; amount, $3,329 99.

SONOMA.—American Valley, 35; Alexander, 23; Alpine, 22; Big Valley, 16; Burnside, 36; Bloomfield, 96; Bodega, 63; Burns, 51; Canfield, 26; Cinnabar, 40; Court House, 463; Cloverdale, 86; Copeland, 29; Coleman Valley, 31; Dry Creek, 79; Dunbar, 95; Dunham, 60; Enterprise, 31; East Petaluma, 77; Eureka, 38; Eagle, 27; Fisk's Mill, 23; Guallala, 30; Geyserville, 51; Green Valley, 36; Guillicus, 15; Guilford, 46; Hearn, 30; Hall, 49, Hill, 46; Healdsburg, 318; Hamilton, 87; Harvey, 39; Iowa, 61; Independence, 39; Knight's Valley, 32; Laguna, 62; Liberty, 39; Lafayette, 54; Lake, 35; Lewis, 35; Lakeville, 38; Lone Redwood, 42; Miriam, 155; Mill Creek, 50; Manzanita, 43; Mark West, 52; Mountain, 28; Mount Vernon, 24; Maacama, 25; Monroe, 38; Oriental, 40; Occidental, 60; Oak Grove, 92; Payran, 53; Petaluma, 689; Pacific, 37; Piner, 55; Pleasant Hill, 48; Potter, 101; Redwood, 74; Russian River, 36; Rincon, 48; Strawberry, 45; Santa Rosa, 33; Scotta. 54; Stony Point, 39; Salt Point, —; Stewart's Point, 23; Steuben, 36; Sonoma, 235; Sotoyome, 58; San Antonio, 39; Star, 30; Tarwater, 31; Todds, 35; Washington, 37; Windsor, 90; Walker, 33; Waugh 34; Watmaugh, 27; Wallace, 40; Wilson, 29; Wrights, 34. Total, 5,361; amount, $5,521 83.

STANISLAUS.—Adamsville, 129; Bachelor Valley, 48; Belpassi, 27; Branch, 81; Bonita, 47; Buena Vista, 53; Dry Creek, 30; Emery, 83; Empire, 29; Farm Cottage, 38; Garner, 38; Grant, 39; Haight, 37; Jackson, 57; Jones, 48; Junction, 89; McHenry, 46; Orestimba, 44; Paradise, 67; Rowe, 24; Tuolumne, 38; Washington, 74; White Oak, 36; White Crow, 28; Davis, 75. Total, 1,305; amount, $1,344 15.

SUTTER.—Auburn, 81; Barry, 36; Bear River, 32; Brown's, 44; Buttesylvania, 18; Brittan, 67; Central, 30; Columbia, 18; Fairview, 17; Franklin, 26; Gaither, 48; Grant, 64; Illinois, 44; Jefferson, 29; Knight's, 23; Lee, 31; Lincoln, 38; Live Oak, 55; Marcum, 24; Meridian, 22; Nicolaus, 27; North Butte,

28; Rome, 34; Salem, 18; Slough, 26; Sutter, 27; Union, 49; Vernon, 32; Washington, 40; West Butte, 46; Winship, 36; Yuba, 56. Total, 1,166; amount, $1,200 98.

TEHAMA.—Red Bluff, 264; Coast Range, 45; Stony Creek, 31; Lassen, 39; Paskenta, 40; Cottonwood, 46; Red Bank, 12; Antelope, 66; Sierra, 62; Oat Creek, 27; Tehama, 83; Toomes, 33; Reed's Creek, 20. Total, 768; amount, $791 04.

TRINITY.—Weaverville, 155; North Fork, 35; Lewiston, 43; Bates, 12; Douglas City, 68; Trinity Centre, 30; Hay Fork, 37; Oregon Gulch, 49; Cox's Bar, 19. Total, 448; amount, $461 44.

TULARE.—Cottonwood, 83; Deep Creek, 65; Elbow, 24; Elbow Creek, 44; Fitzgerald, 41; Farmersville, 79; Keweah, 88; King's River, 40; Outside Creek, 41; Oak Grove, 84; Packwood, 42; Rock Ford, 59; Tule River, 108; Union, 40; Visalia, 246; Venice, 28; Vandalia, 76; Willow, 39. Total, 1,227; amount, $1,263 81.

TUOLUMNE.—Sonora, 411; Columbia, 370; Shaw's Flat, 87; Springfield, 102; Tuttletown, 95; Jamestown, 141; Poverty Hill, 79; Curtis Creek, 86; Summerville, 50; Confidence, 36; Montezuma, 55; Chinese Camp, 74; Don Pedro's Bar, 37; Green Springs, 66; Big Oak Flat, 150. Total, 1,839; amount, $1,894 17.

YOLO.—Woodland, 350; Buchanan, 51; Washington, 96; Cottonwood, 57; Prairie, 52; Cache Creek, 35; Grafton, 145; Franklin, 39; Putah, 42; Buckeye, 48; Cacheville, 60; Grand Island, 9; Merritt, 56; Fillmore, 53; Plainfield, 87; Willow Slough, 35; Monument, 20; Pine Grove, 47; Cañon, 53; Union, 54; Woodland Prarie, 14; Richland, 5; Sacramento River, 31; Monitor, 61; Eureka: 43; Gordon, 70; Capay, 49: Fairfield, 34; Enterprise, 26; Liberty, 29; Vernon, 21; Pleasant Prairie, 58; Fairview, 65; Spring Lake, 23; Yolo, 55; Mount Pleasant, 25. Total, 1,998; amount, $2,057 94.

YUBA.—Bear River, 53; Brophy, 38; Brown's Valley, 67; Buckeye, 25; Cordua, 40; Dobbin's Ranch, 40; Elizabeth, 28; Garden Valley, 18; Greenville, 29, Hansonville, 24; Honcut, 39; Indiana Ranch, 53; Junction, 14; Linda, 49; Long Bar, 21; Marysville, 797; McDonald, 22; New York, 87; Oak Valley, 31; Oregon House, 56; Park, 36; Peoria, 33; Plumas, 83; Rose Bar, 109; Slate Range, 95; Spring Valley, 42; Strawberry Valley, 41; Timbuctoo, 77; Virginia, 34; Yuba, 46. Total, 2,127; amount, $2,190 81.

O. P. FITZGERALD, *Supt. Public Instruction.*

CALIFORNIA EDUCATIONAL SOCIETY.

THE meeting of the State Institute in San Francisco during the month of September, will furnish the California Educational Society another opportunity of furthering the ends of its organization.

The evident unfairness of transacting important business when only a small part of the members could reasonably be expected to be present, has deterred me from calling a meeting during the year.

The State Superintendent will probably make arrangements for the meeting of the Society during the session of the Institute; so that there will be ample time for the transaction of business. The Society ought to hold one private meeting for the election of officers and new members, the consideration of its financial affairs and other private matters, but I know of no good reason why its other business might not be properly transacted in the presence of the whole body of teachers present.

It will be profitable for members to give some thought to what ought to be considered at these meetings, and to have the matter they intend to present thoroughly digested, and prepared in business-like shape.

BERNHARD MARKS, President.

TO TEACHERS AND TRUSTEES.

REASONS FOR ATTENDING THE STATE TEACHERS' INSTITUTE AT SAN FRANCISCO, BEGINNING SEPTEMBER 18TH, 1870.

1. To comply with the law. The law requires me to hold the Institute. The obligation on the part of teachers to attend, is unquestionable. The law was not intended to be a dead letter.

2. The cause of education needs the stimulus of such an occasion. The meeting of a thousand teachers in convention, is an inspiring event, calculated to awaken the interest and increase the professional pride and enthusiasm of every individual present.

3. The conduct and discussions of such a body, have a tendency to enlarge the views, and liberalize the spirit of educators.

4. It is already certain, that a large number of the leading teachers of the State will be present, and will give the results of their experience, reading and observation for the benefit of the cause.

5. Teachers should come, for they need enlightenment and stimulation.

6. Trustees should come for the same reason.

7. The cool breezes of San Francisco will be delightful to visitors from the interior.

8. The hospitalities of the San Francisco teachers, will be characteristically cordial toward their visitors.

So, come one, come all; and let the advancing cause of popular education in California, receive a fresh impetus!

O. P. FITZGERALD, *Supt. Public Instruction.*

REPORT OF PUPLIC SCHOOLS.

ROLL OF HONOR.

SHARON VALLEY SCHOOL, *Yuba County.* Edwin B. Hagus, Teacher. For month of June, 1870:

Masters—William Semmon, Thos. Thurston, Samuel Thurston, Thomas Gomez, Albert Folsom, Hiram Folsom, Willard Way, James Way and Ira Stephens. Misses—Ella Daggett, Alice Daggett, Annie Kinnear, Mary Kinnear, Annie Semmon, Katie McCarthy, Maggie McCarthy, Isabelle Beever and Ellen Stephens.

FARMINGTON SCHOOL, *San Joaquin County.* Charles H. Marks, Teacher. For month of June, 1870:

James Morrow, Winfield Harrold, Robert Morrow, Montague Harold, Grant Campbell, John Campbell, John Morrow, James Kimberling, Columbus Smith, Frank Smith, Eugene Campbell. Esther Ann Burnett, Mollie Harrold, Sarah Burnett, Lizzie Copeland, Nancy Copeland, Voloma Coker, Minnie Tew, Nancy Tew.

FIDDLETOWN PUBLIC SCHOOL, *Amador County.* Robert Taylor, Jr., Teacher. For term ending June 10, 1870:

Grammar Division—Charles Norton, Edward Jameson, Wm. Fuller, Edward Drew, G. W. Goodwin, Ella Bates, Frank Taylor, Eva Castater, Victoria Norton, Mary Kinch, Milicent Mettler, Mary G. Burt, Carrie Fitzgerald, Hattie B. Farnham, Grace Neff, Maggie Weston, Hester Anderson, Susan Chote, and thirty-six of the Primary and Intermediate Division. Whole number enrolled, 87; average daily attendance, 82.

MESILLA VALLEY PUBLIC SCHOOL, *Butte County.* T. J. Lyon, Teacher. For term ending June 27, 1870:

Augusta White, Gertrude Heckart, Watt Pence, Bell White, Eugene Vanness, Emma White, Frank Heckart, Henrietta Stewart, Frances White, Frank Knox, Custer Vanness, Samuel Dewey, Fanny Pence, Robert Stewart, William Applegate and Thomas McEldowney.

SOUTH SAN DIEGO GRAMMAR SCHOOL. *San Deego County.*—J. A. Spencer Teacher. The foilowing is a list of the names of pupils placed upon the Roll of Honor in the Grammar Department of the South San Diego Public School:

Wm. Hunsaker, Herbert Chase, Bayard Hubbs, Wiley Groesbeck, Celina Corder, Grace Shellenberger, Kate Wade, Josie Clark, Mary Moran, Teresa Tracy, Hannah Jones.

PINE GROVE SCHOOL. *Amador County.*—A. N. Clark. Teacher. For the term commencing April 14th, and ending August 19th, 1870:

Ella Brierly, Carrie Austin, Delia Droyer, Annie Droyer, Carrie Stebbins, Sarah McBride, Mary McBride, Minnie Marsh,

John Rinehart, Ottis Rinehart, Thomas Lowry, Judson McBride, Charles Laveso.

Suisun City Public School. *Solano County.*—C. W. Childs, Teacher. For term ending June 1st, 1870:

Louisa Walther, Nathan Frank, Freddie Frank, Henrietta Jackson, Mary Higgins, James Mason, Wm. Richardson, Ida Gillespie, Belle Richardson, John Kinlock, Delia Gillespie, Geo. Donaldson, Annie Walther, Dora Perine, Wm. Norman, Nora Perine, Addie Barnes, Nellie Breck, Albert Richardson, William Kennedy, Frances McEwing, Luella Gillespie, Albert Pringle, Addie Owen, Edgar Wilson, Calvin Webster, Lizzie Brower, James Jackson, Emma Keeney, Frank Barnes.

San Antonio Public School. *Marin County.*—N. H. Galusha, Teacher. Term ending June 21st, 1870:

Spencer Rutherford, Sarah Rutherford, Thomas Rutherford, Perry Bradley, James Pemberton.

REPORT OF THE STATE PRISON SCHOOL AND LIBRARY,

FOR THE MONTH OF JULY, 1870.

Whole number of prisoners enrolled as pupils	154
Average attendanbe at school	110
Number of Chinese belonging to the school	18
" Mexicans " " "	16
" Indians " " "	3
" Negroes " " "	5

Nearly one half of the entire number in attendance have had little, if any, instruction in school previous to their admission to the Prison School. A few are well educated, and render important service as assistant teachers.

Total number Volumes loaned from the Prison Library during month	1492
Average number per day	55

CLASSIFICATION:

Roman Catholic Works	30	Science	50
Protestant Religious Works	145	Poetry	15
Travels	120	Spanish Works	20
History	210	German "	25
Biography	115	French "	15
Romance	744		

A valuable donation of books to the Prison Library has been received from the Mercantile Library Association, San Francisco.

The prisoners are also under obligations to the publishers of the *Call*, *Examiner*, and *Courier de San Francisco*, for several valuable packages of exchanges which have been distributed among them, and thankfully received.

C. C. Cummings, *Instructor.*

Monterey Teachers' Institute.—The Monterey Teachers' Institute was a decided success. The State Superintendent was highly gratified with what he saw and heard on that occasion. The proceedings will appear in the next number of The Teacher.

Book Table.

Outlines of History: With Original Tables, Chronological, Genealogical and Literary. By Robert H. Labberton. Philadelphia. Caxton, Kemsen & Haffelfinger, Nos. 819 and 821 Market street. 1870.

The plan of the work, briefly stated, is this: The pupil is supposed to have committed to memory the Table of Contents, and the Chronological Table; the latter consists of 420 dates, exhibiting the representative men of all ages *at that particular period of their lives in which their influence for good or evil was at its height.* Having done this, and learned, as it were, the central thread of the world's history, he has a standard in time, and space and thought for every fact upon which his mind is required to form a judgment. The method is likely to cause the most lasting impression on the mind, and at the same time it enables both teacher and pupil to utilize all the knowledge they may have in elucidating the subject, while the facts are laid up in memory for future use. The sagacious teacher can very easily remedy the few instances of bad judgment displayed in selecting and omitting illustrative events and individuals. A. Roman & Co.

White's Arithmetics.

The series consists of the Primary, the Intermediate, and the Complete Arithmetic, published by Wilson, Hinkle & Co., Cincinnatti, Ohio. The author claims, and we think truly, that the series has three distinct features: 1. It combines Mental and Written Arithmetic in a practical and philosophical manner. 2. It faithfully embodies the inductive method of teaching. 3. It is specially adapted, both in matter and method, to the grade of pupils for which it is intended. We illustrate the *second* point mentioned only, and that by saying, seventy pages of the Primary are taken up *in developing the idea*, before the child is confronted with a single definition. Undoubtedly this is a clear and logical treatise on the subject of arithmetic.

The American Colleges and the American Public. By Noah Porter, D.D., Professor in Yale College, New Haven, Conn. Charles C. Chatfield & Co. 1870.

A venerable functionary of our land has been impeached. The tribunal before which the accused has to appear is no less than the whole American people. And since most of the witnessing in the case thus far has been in behalf of the plaintiff, (who belongs to a class not easily described), one is really refreshed at the bare thought of a word from or in behalf of the defendant—*the colleges*. One thing at least can be said for the volume before us: its author, whatever may be said of his views, shows that he has some knowledge of the subject on which he writes. As much cannot be said for the authors of a great deal of what one meets with now from press and platform, about "Progress," "Natural Development," "Practical Utility," *et cetera*. The true function of the American College is intelligently stated; and we advise all candid persons to read what is said about it before adopting conclusions on a subject so very important. We commend the volume to the Regents of our State University at this time, when they are on the point of throwing somewhat of a tub to the popular whale in the shape of "a fifth class." By all means keep the *university*, the *college*, the high school and common school courses distinct; let them co-operate, but not commingle.

MATERNITY: A Popular Treatise for Young Wives and Mothers. By TULLIO SUZZARA VERDI, A.M., M.D., of Washington, D. C., graduate of the Gymnasium of Literature and Science, Mantua, Italy; of the Pennsylvania, Homeopathic Medical College; Clinical Student of the Philadelphia Hospital, Blockley; formerly Associate Physician of the New York Lying-in Asylum; Member of the American Institute of Homeopathy; of the Hahnemann Medical Institute of Philadelphia, etc. New York. J. B. Ford and Company. 1870.

The reader is introduced to this volume by a forcible and well written preface, in which the author states his belief in "Homeopathy"—*similia similibus curantur*"—as the law of cure in the diseases to which human nature is subject. At the same time *specifics* and *adjuvants* are not ignored or condemned as remedial agents. It is a popular treatise in which some very *practical* subjects are discussed in a very practical manner. A. Roman & Co., San Francisco.

MAURY'S GEOGRAPHICAL SERIES.

The complete series consists of "FIRST LESSONS IN GEOGRAPHY;" "THE WORLD WE LIVE IN;" "MANUAL OF GEOGRAPHY;" and "PHYSICAL GEOGRAPHY." Published by C. B. Richardson, New York. 1869.

We have seen the first and second books of this series, and think them good. Geography in them is presented in such a manner, with such reference to what is *retainable* in the memory of the young, that there is no need of lumbering the pupil's mind with a mass of disjointed facts which have not been so systematized that he can comprehend and retain them. Throughout, the treatment is simple, easy, philosophical. In the hands of a teacher who has caught their spirit, and has the skill to apply it, geography could be considered a dry study only by those pupils who are incorrigibly stupid.

WOMAN'S MEDICAL COLLEGE: Of the New York Infirmary.

We have received the Annual Catalogue of this Institution for 1870. It shows the "Woman's College" to be progressing. The number of graduates for 1870, is five; the class for 1870 numbers twenty-six.

THE SCHOOL REPORTER.

This is an elegant little periodical, published by the students of the Santa Clara Public School. Such enterprise in the school-room is worthy of all praise. An unprogressive teacher could not exist in such an atmosphere as fills that school. Both the School and the Reporter have a discriminating manager in the person of Mr. C. B. Towle.

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2. To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

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There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Books for reference will be supplied by the School.

Good boarding can be obtained in private families at from twenty-five to thirty-five dollars per month.

REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year.

The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June.

CALENDAR FOR 1870–71.

First Session begins June 1st, 1870.
First Session ends October 7th, 1870.
Fall vacation, one week.
Second Session begins October 17th, 1870.
Second Session ends March 11th, 1871.

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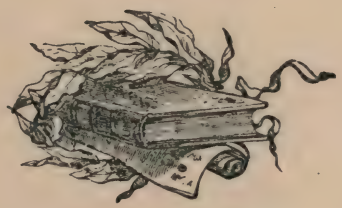

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STATE TEACHERS' INSTITUTE.

THE California State Teachers' Institute met in Mercantile Library Hall, San Francisco, at 10 o'clock A.M., Sept. 13, 1870.

FIRST DAY.

TUESDAY, September 13.

Institute called to order by Hon. O. P. Fitzgerald, State Superintendent of public Instruction, who, after a few well chosen words of welcome, announced the order of exercises for the morning session.

Opening exercise, singing in full chorus, the National Air, "America," Professors Elliot and Crossett leading. Next, followed the sacred chant, "I will lift up mine eyes unto the Lord," by the State Normal class.

Permanent organization being next in order, nominations for Vice President were solicited by the chair. Prof. Williams nominated Hon. J. M. Burnett, Chairman City Board of Education. At suggestion of State Superintendent, G. K. Godfrey, of Siskiyou, was put in nomination. Both gentlemen were elected by acclamation and immediately assumed the duties of their offices.

W. J. Dakin, of Calaveras, was nominated by Prof. Marks, Principal of the Lincoln Grammar School, for Secretary, and unanimously elected. Dr. Fitzgerald appointed Miss Carrie Field and Miss Kate Kennedy Assistant Secretaries. On motion of Prof. Carlton, they were invited to occupy seats at the Secretary's desk.

On motion of Prof. Knowlton, a committee of five on resolutions was appointed by the chair. R. B. Warren, N. Furlong, L. R. Clarke, G. W. Simonton and E. Rosseau were appointed on said committee.

H.E. Makinney, W. Kennedy and H.N. Nutting were appointby the chair as committee on questions.

The chair appointed M. M. Scott, Col. McGowan, Geo. Beanston, Miss Nellie Holbrook, Miss Mary Pascoe and Miss Rosa Levinson committee on social exercises.

Hon. J. M. Burnett was introduced, and delivered the opening address. He welcomed the teachers of the State to this annual gathering. He paid a handsome tribute to the teachers' profession, and urged his fellow teachers to advance still higher in this noble calling. The address, though short, was replete with thorough culture, high moral principle, and an earnest purpose to do all in his power to help on the great cause of popular education.

A resolution was offered, declaring the pupils of the Normal School, many of whom had been engaged in teaching, members of the Institute.

The following names of teachers were enrolled:

San Francisco County.—Miss Maramne Bonnard, Mrs. C. A. Anderson, Miss E. White, Miss McEwen, Miss Amelia Goldstein, L. W. Reed, Miss Nellie Baldwin, Miss Agnes Chalmers; Philip Prior; Misses Annie E. Hucks, Fannie Mitchell, F. L. Soule, Jennie L. Gibbs, Emma F. Calhoun, Lottie C. Delong, Lottie K. Clark, Emily W. O'Neil, Annie Cora Withington, Ella F. Dormer, Lizzie Boyd, Susie McInerny, Marion Stokum, Susie H. Earle; George E. Rogers; Misses Ida E. Dickins, Almira T. Flint, H. Featherly, M. E. Dames, Adele Kohneke, Ellen G. Grant, Mary H. Esterbrook, Florence L. G. Ames, Mary Hart, Kate Burnell, Charles F. Tilbey, E. O. Capprise; Misses Sarah P. Lillie, Mary E. Smith, Katie McFadden, Mary Ahern, Blanche Hirth, Clara Earle, Emily Tibbie, Annie Putnam; Ludwig Michaelsen; Misses Kate Casey, Lizzie E. White, Mrs. Rebecca T. Carter, Miss Amy A. Hopkins; Mrs. Frances M. Pugh; Misses Carrie L. Smith, S. Louise Templeton, M. E. Harrington, Cecelia Dorsh, Helen E. Moulton, Carrie L. Hunt, Sadie Davis, Tillie C. Stohr, Annie L. Gray, Nellie M. Owens, Pauline Wolf, Caroline A. Harper; Mrs. A. E. DuBois; Misses Bertha Chapins, Sallie J. Hall, Isabel Gallagher, Mary J. O'Neill, Ellen Gallagher, Emma E. Stinceu, Ada Filmer, Sallie A. Rightmire, Elizabeth B. Easton, Kate F. McColgan, Belle Rankin, Naomi E. Hoy, Alice C. Gregg, Georgie E. Morton, Mary W. Hastings, Ruth G. Campbell, Georgie Stackpole, Amy T. Campbell, Belle Wheaton, M. A. Salsbury; Wm. W. Holder, Dr. James Wideman, H. P. Carlton, F. E. Kennedy, Mrs. Amelia H. Hammill; John A. Moore; Misses Hattie Folger, Sarah E. Miller, Amelia Joice; Thos. M. Benjamin; Misses Arlie Stinceu, Margaret McKenzie, Lizzie C. Wells; Mrs. Matilda Lewis Jordan, Miss E. F. Hassett, Mrs. M. Dupuy, Mrs. Kate McLaughlin, Prof. W. Gordon; Misses Amelia Fallon, Pauline Hart, Eureka A. Bonnard, Jennie M. A. Hurley, Nellie A. Littlefield; Mrs. Laura F. Hopkins, Mrs. A. W. Furbush; Misses Mary Haswell, Madge Turnbull; Mrs. Lizzie G. Deetkin, Miss Jean Parker, W. J. Gorman, S. A. Field, Miss Josephine C. Evans, L. Maria F. Wanzer, Mrs. Mary A. Colby; Misses Mary Roper, Mary Pascoe, Belinda Roper, Estelle Nichol, M. F. Smith, Lottie C. McKean, Abbie L. Ross, Lizzie A. Winn, Hettie A. F. Greene; S. Louise Brown; Miss K. A. O'Brien; J. Phelps, Deborah Hyman; Misses E. M'Kie, R. Levinson, Mary A. Casebolt, Rebecca Paul, C. Polemann; Mrs. L. A. Russell, E. C. Marcus; S. S. Howell; Misses Mary E. Roberts, Louisa K. Judy, Jennie N. Bell, Katie Hurley, Katie F. Grady, Clotilda Herrera, Eva Hilton, Lily Graham, Mary J. M'Nichol, Ida M. Kervan; Gazena Garrison, Miss M. A. Humphreys; Noah F. Flood, Ebenezer Knowlton; Misses Annie M. Dore, Isabel Whitney, Julia M. Gelston; Mrs. F. E. Reynolds, Sarah M. Gunn, Lizzie LeB. Gunn; Misses Lillie J. Hardman, Georgie N. Taylor, R. B. Wilkinson, Mary A. Ward; J. P. Royall, Albert Lyser, Mary Murphy, Carrie P. Field, Lizzie C. Wells, John Swett, Henry N. Bolander, P. A. Garrin, Grace Smith, Emily C. Rand, Mrs. Dorcas Clark, Miss Agathaven Bunan, Mrs. H. B. Nevins; Misses Carrie P. Benjamin, Fannie M. Sherman; Mr. Adolph Herbst, Mrs. A. Baldwin; Misses Carrie M. Chase, Hattie J. Estabrook, Maria L. Soule, Lizzie McCollam, Fidelia Jewett, Annie E. Slavan, Mr. L. D. Allen; Misses Katie Gorman, E. Seigerman, Mary E. Perkins, Alice M. D'Arcy, Sadie E. Frissel, Sadie C. Johnson, Emily T. Pearson, Hattie A. Lyons, Fronie F. Clapp, Eliza W. Houghton, Irene Doyle, Susanna R. Plank, Mary E. Lineger, Maria A. Doran, Mary E. Savage, Hattie K. Rix-

on, M. L. Knowlton, M. M. Futtig, M. E. King, Carrie L. Powers, C. S. Harbaugh, Susie S. Kidmore; Bernhard Marks, Prof. W. J. G. Williams; Misses Ida Lander, Ida M. Richards, M. E. Owen, Matilda Moore, Emma L. McElroy, Mary Corkery; Mrs. L. Sylvester, Virginia Coulon; Misses A. Rowe, Florence Wheeler, Mrs. M. E. Caldwell; Misses Maria O'Connor, Jane E. Greer, Mary A. Castellan, Ellen M. Carlisle, I. Solomon, Etta Solomon, Mrs. L. Allen, Mrs. I. K. Floyd; Misses Ellen Donovan, Susie A. Mowry, Helen A. Grant, Clara Bucknam, L. A. Swain, E. M. Hodge, Bessie Malloy, Maggie L. Jordan, M. A. Brady, S. E. Duff, M. Solomon, Mrs. Mary A. Lowe; Misses F. A. Stowell, P. M. Stowell, M. E. Stowell, H. M. Thompson, Augusta C. Robertson, Carrie D. Trask, Lizzie Callaghan, Emma Welton, Bettie Bruckmann, Kate M. G. Kelly, Eva L. Hilton, Kate M. Fuller, Louise Lacey, Maggie E. Smith, Jennie Glasgow, Mrs. Mary J. E. Crocker; Misses Lizzie F. Norris, Matilda Lewis Jordan, Mary H. Smith, Clara G. Dolliver, Selina Bornstein; Dr. W. T. Lucky, Truman Crossett, W. D. Murphy, Washington Elliott. Mrs. Sankey, Mrs. E. P. Bradley; Misses E. A. Cleveland, M. Y. Austin, Mr. J. B. Short; Misses Kate Kennedy, Mary F. Metcalf, Mrs. E. A. Wood, Mrs. Margaret Dean; Misses K. M. Donovan, Julia Henry, Mary Little, Lillie L. Gummer, Nellie O'Loughlin, Melissa E. D'Arcy, Annie B. Chalmers, Addie B. Sawyer, Cornelia E. Campbell, Mrs. H. M. Woodworth; Misses C. C. Bowen, N. A. Doud, Mary Williams, L. Overend, Sallie Reber Hart, Mary F. Byrnes, Annie S. Jewett; John C. McKowen, Miss Lucy Erichson, Mrs. Wm. R. Duane, Joseph O'Conner; Misses Cherry, L. A. Humphreys, Carrie A. Menges, Adele Fittig; Charles H. Ham, Marion M. Scott; Misses Grace Wright, Grace Chalmers, Kate Galvin, M. Viola M. Whighman, Rebecca O. Skinner; Mrs. L. A. K. Clappe; Misses Minnie T. Kimball, T. J. Carter, Laura T. Fowler, Martha A. Lawless, Carrie M. Chase, Marion E. Rowell; Mrs. S. J. Baumgardner, Miss C. M. Pattee, Geo. Robertson, Miss Holmes, Miss Matgaret Wade, Mrs. Helen P. Shipley, Miss Mattie Richie, Miss D. S. Prescott, Mrs. R. T. Ingraham; Misses Cornelia Swain, M. A. Lloyd, M. C. Bobertson, Ellen F. Bouse, Lucy Birdsall; Miss J. A. Forbes; Misses G. Holbrook, M. E. Gallagher, M. J. Gallagher, Bessie Hallowell; Mrs. R. Estrayer, Miss Elizabeth M. Tiebout, Miss Juliet Anthony, Charles E. Manham, Miss Jessie Smith, Miss Mary J. Little, Theodore Bradley; Misses Hattie B. Childs, Jennie Smith, H. M. Fairchild, Annie A. Hill, Sarah A. Barr, Mary W. Kincaid, M. T. Sickel, Mary E. Bennett, Carrie Warmgren, Mollie L. Davidson, Sarah Regan, Julia O'Brien, Liley Silvey, J. E. Standford, Hattie L. Wool, Emma F. Brown, Mary A. Burrill; Mrs. L. A. Morgan, Miss Annie Gibbons, Mrs. Aurelia Griffith, Mrs. E. H. B. Varney; Misses Annie E. Dowling, Annie E. Stevens, Maggie J. Bromley, Florence L. Stark, Mary D. Stevens, Flora Weihe, Maggie Howard, Annie J. Hall, Susie Colburn, Julia B. Brown, Sallie Estelle Fox, Miss E. A. Shaw, Mrs. B. F. Moore, Mrs. Sarah N. Joseph, Charles F. True, E. D. Humphrey, Therese M. Sullivan, Augusta I. Fink; Misses Julia A. Doran, Mary Humphrey, Sarah H. Mayers, Mary J. Bragg, Julia Sichel, Esther Goldsmith, Nellie Robinett, Sarah Boyle, Mrs. Emily Foster, Mrs. E. S. Forester, Cecilia Carter.

Alameda County.—Misses Amelia C. Ortman, Mary E. Farley, Bella Glennon, Mary Grigsby, Mary Clow, Florence Grigsby; Mr. R. Chalmers, Rev. W. F. B. Lynch, Rev. L. R. Clarke, Mrs. N. Crulkshank, Miss Ella M. Harow, Mrs. Lucretia A. Steele, Miss S. H. Foster, Miss E. A. Clough, Mrs. L. M. Penwell, Encinal District. S. A. Penwell, Ocean View. A. L. Fuller, Wm. Kermode, E. G. Coe, Livermore. Miss Alice McAteer. Miss Georgie Irwin, State Normal School. Miss Clara Porter, Encinal District. Miss Charlotte Ogilvie, Eden Vale District.

Santa Cruz County.—Miss Ada A. Bailey, Santa Cruz; Miss Irene Parsons, Aptos; Miss Juliet A. Hardy, Santa Cruz; Mr. W. H. Hobbs, Soquel; Miss M. A. Thomas, Pajaro; Misses Bamy M. Tyrus, Belle A. Sime, Ada Green, Mr. Charles Johns, Miss Nellie S. Doxey, Miss Della H. Pierce, Edward C. Newell, H. E. Makinney, Miss Matilda E. Baker, Elizabeth Powell, Mrs. Alice E. Thompson, Miss Julia A. Chase, Miss Addie Gardner, William White, W. W. Kennedy, Misses Sophie B. Perry, May Cooper, Emma Frick.

Solano County.—Miss Anna A. Gibson, John McFadden, Miss Sophie A. Simonton, Mary Foye, Mary Hall, Mary Rutherford, C. J. Lawrence, Delia Swetland, Mary Tourtelotte, Isabella Murphy, Mr. McFadden, Geo. W. Simonton, A. W. Dozier, Wm. Crowhurst, Wm. F. Roe, George C. Mack, Wm. P. Welch, Jerome Banks, C. W. Childs, Geo. B. Anderson, John K. Law; Misses A. H. Fisher, H. E. Mize, S. J. Creighton, M. C. Winchester; A. W. Peck, Sallie Garitson, N. Smith; Mrs. F. E. Smith; Mr. N. V. Ashbrook, Vallejo; Miss Deppie W. Hardman, Vaca District; Mr. C. J. Lawrence, Miss Annie Hayes, Silveyville District; E. Rousseau, Fairfield District; Miss Julia J. Benjamin, Normal School; M. J. Patton, Rockville District; A. J. Howe, Fremont District, Dixon; Wm. H. Fry, Vaca Station; Miss L. L. Brown, Binghampton; Miss Josephine Wundenburg.

Monterey County.—R. B. Warren, Miss Ella Warren, Monterey District.

San Joaquin County.—Miss M. M. Elliott, Turner District; John L. Barton, Bruns-

wick District; S. W. Blaisdell, State Normal School; H. Wermouth, Irving P. Henning; Misses Emma Elliott, Letta J. McPhee; W. H. Garrison, H. C. Coley, John B. Lillie, Volney Rattan, W. R. Leadbetter.

Marin County.—R. Means Davis, Aurora District; Miss Celia McAllep, Estero District.

Siskiyou County.—Grove K. Godfrey, Misses Mary J. Hayne, F. W. Chafrin, Arthur Borie.

Contra Costa County.—Miss S. C. Gilman, Emmet L. Wemple, Misses Clara Germain, Ella Sherman, Rosa Randall, Fannie L. Ham; H. S. Raven, Miss Susie Robinson.

Santa Clara County.—Misses Lelia Kratzer, Mary A. Cottle, Ella Russell, N. Furlong, Fannie M. Price; J. A. Hill, San Jose; R. E. Wenk, Santa Clara; G. E. Lighthall, Orchard street, San Jose; J. H. Braly, Santa Clara.

Sonoma County.—Leander Cummings, Burnside District; Miss S. M. Hayes, Sonoma.

Placer County.—Mrs. Mary Agnes Phelan, Forest Hill.

Yuba County.—Joseph A. Filcher, Yuba; F. D. Soward, State Normal School; A. J. Ewalt, Brown's Valley; Mrs. A. A. Wilder.

Yolo County.—E. B. Banks, H. H. Banks, J. J. McDonald, Miss Mary A. Fellows, M. Marshall, W. W. Stone.

Mariposa County.—N. Zaraida Woodward, James E. Clark.

Shasta County.—Miss Ellen A. Conway, William J. Dakin.

San Mateo County.—Miss Maggie T. Byrne, H. N. Nutting, Patrick Troy, William A. Yates, Mrs. M. A. Derby, Miss Marie E. Robinson.

Santa Barbara County.—Misses Maggie Halley, Jane Smith, Mr. O. T. Redfield; Miss Carrie Lassan, State Normal School.

Tehama County.—George T. Morris, Mrs. M. M. Vincent, Red Bluff.

Sacramento County.—Charles E. Bishop, Fanny E. Bennett.

Butte County.—J. P. Garlick, Miss Annie Carroll.

Tuolumne County.—Fred Crossett, John Ruddock.

Amador County.—Miss Lillie Wheeler, Jackson; D. W. Jenks, State Normal School.

Los Angeles County.—W. S. Taylor, State Normal School.

El Dorado County.—Miss Ellen C. Burns.

Oregon.—James M. Sharp, State Normal School.

Ohio.—James T. Hamilton, Cincinnati.

The enrollment list showed 520 members in attendance—340 from the city and county of San Francisco——on the opening of the Institute.

Mrs. Matilda Lewis Jordan, of the State Normal School, was introduced, and illustrated the Oswego method of Object Teaching. Mrs. Jordan was received with much applause, and deserves a high rank in the profession.

Motion adopted that the sessions of the Institute be from 9½ to 12 o'clock A. M., and from 2 to 4 o'clock P. M. Adjourned.

AFTERNOON SESSION.

Opening Exercise; Singing, "Mount Vernon Bells."

Prof. E. S. Carr, of the State University, was introduced, and gave a lecture on "Air." The Professor proceeded to give a clear and thorough analysis of the atmosphere, and especially to adapt his remarks to the hygeienic principles, as applied to the school-room. It would be impossible to give here even an outline of the able lecture and close reasoning with which the Professor fully demonstrated the necessity of developing the physical in connection with the moral and intellectual training of our youths. We can only hope that the public may have the privilege of seeing the lecture in print.

Professor Bernhard Marks, Principal of the Lincoln Grammar

School, San Francisco, was next introduced, and proceeded to treat the subject of Mathematics. The Professor took strong grounds against merely memorizing Arithmetic, and protested against the constant drill on rules. He said that Arithmetic is divided into three parts—*matter*, *system*, and *method*. He proceeded to explain the science of teaching this branch of study philosophically, and claimed that by this method the perceptive, reasoning and other faculties of the mind would be developed, and not the memory alone, as is too frequently the case.

Professor Anderson, of Petaluma, desired to place the seal of condemnation upon the theory advanced by Prof. Marks. He contended that the pupils should have the benefit of rules committed to memory. He said that object teaching was overdone, and did not answer the requirements claimed by Prof. Marks.

Prof. Marks responded, and stated that while he did not propose to do away with mental exercises entirely, he thought they were but one of the main avenues by which the mind was reached, and claimed superior advantages in more diversified methods of instruction.

The following PROGRAMME was announced for Wednesday:

FORENOON.

Reading of Minutes.

Lecture: "Ungraded Schools," by J. P. Garlick, Esq., of Butte county.

Discussion on methods of teaching Reading, by Professor E. Knowlton and others.

RECESS.

Essay: "Equality of Compensation for Men and Women," by Miss Clara G. Dolliver.

AFTERNOON.

Lecture, by Prof. Bradley, of the San Francisco Boys' High School. Subject: "Forgotten Things."

Penmanship—Discussion and Illustrations—by Professors Burgess and Andrews.

EVENING.

Lecture—by Hon. O. P. Fitzgerald.

Adjourned.

The following is a list of the delegates who were registered during the day:

San Francisco County.—Misses Amita C. Ciprico, Maggie Watson, V. C. Bradbury, Mrs. C. L. Atwood; Misses Ellen Dolliver, Annie Graf, S. E. Thurston, Ida Rosenburg; Isaac Upham; Miss Kate Sullivan, Abraham Solomon; Misses Carie Barlow, Maggie J. Hall, Julia A. Hutton, Eliza White, Mary Giffin, Mary Williams, Martha Ferris.

Solano County.—R. E. Hewitt, Misses Johanna Anderson, Susan A. McKenna; Wm. H. Fry, A. M. Peck; Misses Sallie Garretson, N. Smith, Bertha Becknall; Mrs. Fannie E. Smith; Misses Katie Hall, Lucy Baldwin.

Santa Cruz County.—Misses M. A. Gilman, Lois Poole, Benella Davis; J. M. Linscott, Miss Mary Bell, Amos Van Vleck, Miss H. C. Richardson, Eugene T. Thurston, Miss F. Butler.

Santa Clara County.—Miss Bertha Ricknell, W. E. Hughes, Miss L. Watson.

Calaveras County.—J. H. Wells.

Yolo County.—Miss M. E. Freeman; F. E. Baker; Misses F. Freeman, W. H. Edwards.

Monterey County.—P. C. Millette.

Alameda County.—Misses T. H. Foster, Mary J. Sanderson; A. J. Farley.

San Diego County.—Mrs. Maria McGilvray.

Contra Costa County.—Misses Annie Highland, Ida C. Walsh; A. Thurber, Albert J. Young, Miss Annie M. Eames, Henry W. Fenton; Dr. E. S. Carr, University of California.

Siskiyou County.—J. A. Reynolds, T. W. Chapin.

Sutter County.—David Powell.

San Mateo County.—Miss A. L. Hicklin, A. P. Redfield; Misses Annie Gunn and Mattie Stegman.

El Dorado County.—Miss Annie Lewis.

Sonoma County.—G. W. Jones, County Superintendent; A. C. McMeans.

Sacramento County.—F. L. Lander, Fannie R. Cole, Dr. A. Trafton, Mrs. A. Trafton.

San Joaquin County.—E. P. Cooley, S. A. Lawry, W. J. Woodward, J. W. Johnson, Mrs. Amelia Chapin, Miss Annie Pulcifer, H. C. Cooley, J. A. Chesterwood, Mrs. J. A. Chesterwood.

SECOND DAY.

Wednesday, September 14th.

Institute called to order at 10 o'clock A.M.—Dr. O. P. Fitzgerald in the chair.

Prayer, by Rev. Mr. Johnson, of Sonoma; after which, singing by the Institute, Prof. Elliot leading.

Minutes of Tuesday's proceedings read, corrected and approved.

Mr. John P. Garlick, of Butte county, was then introduced, and delivered an able, interesting and valuable lecture on the subject of "Ungraded Schools." Mr. Garlick gave an outline of the teacher's duty, and noted many causes of failure. The lecture referred to the schools at large, rather than any definite system. The address was well received, and showed that the author was full of the intelligence and energy that are requisite to give our schools life and practical utility. On motion, a copy was requested by the Institute, for publication.

A motion was adopted, limiting the speakers to ten minutes each, and allowing them the floor but once, until all had spoken.

Prof. Knowlton, Principal of the Rincon Grammar School, took up the subject of Reading, giving some fine illustrations in Elocution. As usual, the Professor was spicy, and handled his subject in a masterly manner.

Miss Clara G. Dolliver was next introduced, and delivered a poem on the "Equality of Compensation for Men and Women." The poem was finely rendered, bore unmistakable marks of originality and genius, and reflected credit upon the author.

The following resolution was offered by Dr. Lucky:

Resolved, That a Committee be appointed to invite Gen. Wm. T. Sherman to visit our Institute, at any time he may designate.

The resolution was adopted, and Dr. Lucky, Prof. Knowlton and Prof. Simonton appointed as Committee.

Institute adjourned.

AFTERNOON SESSION.

Song, by the pupils of the State Normal School.

Prof. Theodore Bradley, Principal of the Boys' High School, was introduced, and lectured on "Forgotten Things." Prof. Bradley pointed out what studies he thought should be taught in the High Schools. He alluded to some of the defects in our school system, and suggested remedies. The discourse was able and interesting, and listened to with much pleasure by the Institute.

On motion, the Chair appointed a Committee of Three to confer with a Committee of the State Board of Education, upon the course of study to be pursued in our public schools, viz: Thurber, of Contra Costa, Fry, of Solano, and Makinney, of Santa Cruz.

Prof. E. S. Carr, of the California University, then gave a lecture on "Industrial Education." The Professor treated the subject practically, and applied the principles announced by him to the wants of the country at large. He alluded to the growing tendency to seek the centers of population, thus building up the cities and towns, at the expense of the country, and suggested the remedy. He spoke of the efforts of the governments of the Old World to build up and ennoble the industrial pursuits, by endowing Industrial Colleges; also, of similar efforts in the Eastern States. He said that Congress had liberally donated land to each State in the Union, to found an Industrial College, and hoped California would fully develop her industrial resources, and prophesied that much good would result from the Agricultural and Horticultural Colleges of the State University. Prof. Carr's lecture was worthy of its author.

Mr. Gorman, of San Francisco, moved that the Board of Regents of the California University be requested to rescind the rule whereby ladies are excluded from becoming teachers in that Institution. Motion lost.

On motion, Miss Dolliver was requested to furnish for publication a copy of the excellent poem with which she had favored the Institute.

Mr. Geo. Beanston, Chairman of the Committee on Social Exercises, announced that there would be a social reunion of the teachers at Mercantile Hall, on Friday evening, September 16th.

Dr. Lucky offered the following resolution:

Resolved, That Section 68 of the Revised School Law does not receive that attention which its importance demands.

The resolution was postponed for further consideration.

The chair then introduced Prof. Burgess, who discoursed on the subject of Penmanship, and admirably illustrated his method of teaching this important branch of education.

Prof. Andrews gave an interesting illustration of the same subject, after which the Institute adjourned.

EVENING SESSION.

The session was opened by singing "Old Hundred" by the entire Institute, Prof. Elliot leading.

O. P. Fitzgerald, State Superintendent, was introduced, and gave his official lecture. He adverted to the agricultural and mechanical fairs and exhibitions in different parts of the State, representing our industrial condition. He referred to the many and wonderful improvements going on throughout the State, in our various industrial pursuits. None of them could compare in importance to society with the cause of popular education. He referred to his connection with the public schools of this State, and cordially bore evidence to the moral worth of the great majority of our educators. He said that he was proud of the manner in which they had thrown aside all party feelings and prejudices, and had assisted him in advancing the cause of education. He referred to what had been done during his administration to improve the common schools of the State, the changes made in the school law for the better, and said that in the future it would be his earnest desire to see the good cause prosper.

Dr. Fitzgerald's lecture was listened to with marked attention, and at the close, all who heard it seemed to be impressed with the belief that the "noble cause" could not have been entrusted to more skillful guidance or more careful and efficient supervision.

Miss Nellie Holbrook was next introduced, and rendered "The Baron's Last Banquet" in an artistic and pleasing style, which elicited much applause.

After singing, Institute adjourned to the usual hour for meeting of morning session.

The following delegates were enrolled during the day:

San Francisco County.—Miss Annie Hayburn, Mary A. Hassett, Hattie N. Perkins, Evelyn G. Blethen, Ellen Cushing, S. A. Halley, Mrs. L. Patterson, Hubert Burgess.

Tulare County.—T. K. Howell, Visalia.

Kern County.—J. H. Cornwall, Superintendent Public Schools.

Marin County.—Peter M. Hugh, J. A. Richmond; S. Saunders, Superintendent of Public Schools.

Santa Clara County.—J. Hawkins, Y. W. Whitehurst, C. H. Crowell, G. P. Newell.

Alameda County.—J. Y. Jones, Alvarado P. O.; W. C. Dodge, W. H. Mason.

Sonoma County.—Charles King.

San Jose City.—James B. Finch, W. C. Hart.

THIRD DAY.

Thursday, September 15th.

Institute called to order at 9½ o'clock A. M., Sup't Fitzgerald in the chair.

Exercises opened with choral singing. Prayer by Dr. Phelps.

Minutes read, amended and approved.

Motion prevailed expunging the resolution offered at a previous meeting by Mr. Gorman, (soliciting Board of Regents of

California University to leave the more important positions of that Institution open for the competition of ladies).

Dr. Schellhous, being introduced, addressed the Institute on the "*Science* of *Grammar*," in a *scientific* and truly "*grammatical*" style, following his remarks by offering the following preamble and resolutions, which were tabled:

WHEREAS, The methods now in use of studying the English language being inadequate to the accomplishment of the desired object, and unsatisfactory in their results, therefore, be it

Resolved, That it is deemed expedient by the teachers in convention for the President to appoint a committee of three experienced teachers, whose duty it shall be to prepare a series of formulas and exercises for the purpose of drilling pupils in the elements of the English language.

Resolved, That this committee shall make their report at the next State Teachers' Institute, and if it be favorably received, then further

Resolved, That the State Board of Education take it into consideration, with a view of substituting it for the grammars now in use in the public schools in this State; and if so substituted, then be it further

Resolved, That the copyright of such formulas and exercises be secured to the State of California, and that they be furnished to the schools at the actual cost of printing and furnishing them; and further

Resolved, That the committee be allowed reasonable compensation for the preparation of such formulas and exercises, prescribed by the State Board of Education.

Mrs. Penwell, of Alameda, then addressed the Institute in reference to the "*Art* of *Teaching*." Her remarks electrified the Institute, and a general feeling of satisfaction seemed to prevail that the rare ability of Mrs. Penwell had been consecrated to the profession of teaching.

Mrs. DuBois, of San Francisco, offered the following preamble and resolution:

WHEREAS, Charges have been made that the brains of the pupils of San Francisco have been overtasked; therefore, be it

Resolved, That a committee be appointed to investigate such charges.

Prof. Anderson said similar charges had been made against the public schools of the entire State, and thought the matter should receive attention. The resolution was tabled by a large majority.

Miss Laura T. Fowler, of the South Cosmopolitan School, San Francisco, was called for, came forward, and being introduced, favored the Institute with a very able and excellent essay, which was requested for publication. For careful thought, logical reasoning, and legitimate conclusions, Miss Fowler's essay has been very rarely surpassed. Her subject was "The Radical Defects in our Education."

Institute adjourned.

AFTERNOON SESSION.

Opening exercise. Singing by the State Normal School.

The Superintendent announced that Prof. Bolander was unable to be present during the afternoon session, hence, the essay on "Composition" would be indefinitely postponed.

W. W. Stone, of Yolo, read an original poem, humor-

ous, spicy, and full of good hits. Mr. Stone drew forth the usual demonstrations of approbation from the audience.

Prof. Warring Wilkinson, Principal of the Deaf, Dumb and Blind Institution, was then introduced by the chair, together with a class of his pupils. Prof. Wilkinson gave proof of his wonderful efficiency as an educator in all his exercises, and the pupils he introduced exhibited a proficiency seldom reached by those more fortunate. Resolutions highly commendatory of Prof. W. and pupils were offered by Dr. Phelps, of San Francisco, and unanimously adopted. The entire Institute seemed to feel that California may be justly proud of this Institution.

EVENING SESSION.

Opened with a song in full chorus. Dr. Joseph LeConte, of the University of California, was then introduced, and delivered a most remarkable and valuable lecture on "The Universal Law of Cyclical Movement." It is expected that this lecture will be given to the public with the proceedings of the Institute, according to the request of the body.

Miss Nellie Holbrook then rendered the poem entitled "The Beautiful Snow," in a highly effective manner.

FOURTH DAY.

Friday, September 16th.

Institute met at 9½ o'clock A. M., Hon. O. P. Fitzgerald in the chair.

Dr. Lucky, Chairman of the Committee to wait on Gen. Sherman, reported that the Committee had visited Gen. Sherman Thursday evening, and met a hearty welcome, and that the General regretted very much that previous engagements would not admit of his complying with the request. He expressed himself very much interested in the educational interests of the State.

On motion, the Institute then adjourned temporarily, to allow the State Educational Society to hold a session in the hall. After the meeting of the State Educational Society, the Institute resumed its session. Dr. W. T. Lucky, Principal of the State Normal School, addressed the Institute upon the subject of the State Normal School. He showed the great and growing importance of the State Normal School as a training school for our future teachers. He spoke of the intimate connection between the State Normal School and the common schools of the State, and of the Normal Schools of other States. He referred to the positions they occupy, and the good they accomplish. Dr. Lucky's address was well received, and gave evidence of his love for and fidelity to the noble work in which he has been so long and so successfully engaged.

AFTERNOON SESSION.

At half-past one the Institute was called to order, and opened with music.

The Chair then called for a report from the Committee on Questions, and in response, the following was presented:

To the Chairman and Members of the Institute:—Your Committee on Questions respectfully submit the following report, containing the questions referred to the committee, and their decisions thereon:

1st Question.—Should Drawing and Music be taught in our ungraded schools? Answer.—Emphatically, yes.

2d Q.—Should Corporal Punishment be abolished from our schools? A.—If a teacher can make the school discipline what it *ought* to be without, yes. If not, no.

3d Q.—Ought the teacher in country schools to be required to do outside work for his school, such as looking after absent and truant pupils, urging Trustees to do needed work, working up the interest of indifferent parents? A.—No. His zeal in his profession should require him to do it without a requisition from any source.

4th Q.—Ought teachers to introduce illustrations and topics outside of text books, for the purpose of making recitations more interesting? A.—Yes.

5th Q.—Can a course of study for country schools be wisely prescribed by the State authorities? A.—Yes.

6th Q.—Should the facts in Descriptive Geography be committed to memory by pupils? A.—Yes.

7th Q.—Are Normal Schools, as an instrumentality for the advancement of popular education, worthy of the consideration bestowed on them? A.—They are worthy of more consideration than they now receive, and when their merits are appreciated as they deserve, they will receive that consideration in the public mind.

8th Q.—Would it not be well to amend the School law so as to fix a penalty for non-attendance of teachers at County Institutes? A.—Yes.

9th Q.—What plan can be adopted by which a free school can be supported in every district of the State for ten months in each year? A.—The Committee beg leave to report this question, and refer the matter to the Institute for answer.

H. N. Nutting,
H. E. Makinney,
W. W. Kennedy. } Committee.

On motion, the report of the Commiitee was unanimously adopted.

Motion was then made, that the question reported back to the Institute by the Committee, be taken up for discussion and decision, which motion was carried.

After considerable discussion, in which Mr. Nutting, of San Mateo county, Mr. Godfrey, of Siskiyou county, and John Swett, Principal of the Denman School, took part, the matter finally was referred to a Committee of Three, with instructions to report at the next meeting of the Institute, on motion of Dr. W. T. Lucky.

Dr. Crossett, of San Francisco, then delivered a very interesting lecture on "Music," and the importance of its being universally taught in our schools. He was listened to with great attention.

The Committee on Resolutions tendered the following report:

Resolved, That the time of holding the State Teachers' Institute be fixed by law, and the teacher's salary shall not be decreased while in attendance.

Resolved, That in order to protect the children of California against the evil effects of bad training, the questions for the examination of teachers

should be such as will develop a more thorough knowledge of the sciences which they propose to teach, and especially of methods of teaching, and that questions should be fewer in number.

Resolved, That inasmuch as the various County Boards of Examination are composed of persons of many different degrees of qualification, or no degree in some instances, and therefore form no standard, or data, from which the State Board can judge of their work, the granting of State Certificates on County examinations, or on no examinations, should be discontinued.

Resolved, That while we have been edified and instructed by the lectures and discussions of the Institute, we are strongly impressed with the belief that our Teachers' Conventions ought to be of a more practical nature; that there should be fewer lectures and more class exercises, and a greater amount of practical school-room work.

Resolved, That the thanks of this Institute are due, and are hereby tendered to our worthy and efficient Superintendent, Hon. O. P. Fitzgerald, for the marked ability and uniform courtesy he has displayed while presiding over our deliberations; to the Secretaries, for the efficient manner in which they have performed their arduous duties; to the Mercantile Library Association, for the use of this hall, which they have so kindly placed at our disposal; to Prof. Knowlton, for securing favors for members of the Institute at the California Theatre and Woodward's Gardens; to John McCullough, manager of the California Theatre, for his kindness in furnishing us complimentary tickets; to the owner of Woodward's Gardens, for an invitation to the Gardens during the entire term of the Institute; to all the lines of travel that have extended to us the courtesy of free passes over their respective routes.

Respectfully submitted.

R. B. Warren,
N. Furlong,
L. R. Clark,
G. W. Simonton,
E. Rosseau.
} Committee.

Prof. Knowlton stated that an invitation had been extended by the Pacific Mail Steamship Company, for any members of the Institute, desirous of so doing, to visit the steamship *America*.

Prof. Williams thought an omission of importance had been made in framing these resolutions—that of not mentioning the Press of San Francisco. He moved a further amendment, by the introduction of a vote of thanks to the Press of San Francisco, and also to the Marysville *Standard*, for courtesies shown.

With these amendments, the resolution, as a whole, was unanimously adopted.

Dr. Lucky moved to take from the table his resolution of Thursday, in regard to Section 68 of the Revised School Law. This caused a very sharp debate upon the merits of the resolution, which was participated in by many different members of the Institute. The resolution prevailed.

Before putting to vote the motion to adjourn, Superintendent Fitzgerald said:

"We are about to close a memorable session of the State Teachers' Institute—a session remarkable for the numbers in attendance, the interest maintained from the beginning to the end, the ability displayed, and the harmony of spirit manifested. I am glad and I am sorry—glad, that my arduous duties as your presiding officer are about to terminate; sorry, that the pleasant associations of the occasion are to be broken up. We met as

friends and co-laborers in the great work of education; we part better friends and better prepared for the work before us. I shall be greatly mistaken if the action of this body do not impart a fresh impetus to the cause of education in California. For myself, I have learned something, and I am encouraged by what I have seen and heard and felt while in convention with these six hundred living teachers. May the blessing of God rest upon you individually, and crown your toils with success."

At half past four P. M., the Institute adjourned *sine die*.

W. J. DAKIN, Secretary.

KATE KENNEDY, CARRIE FIELD, } Assistant Secretaries.

SCHOOL DIRECTORY OF SAN FRANCISCO.

BOARD OF EDUCATION—1870.

President.....J. M. BURNETT.

MEMBERS:

First District.....E. H. COE
22 City Hall. Dwelling—E. side Calhoun st., between Union and Green.

Second District.....JOS. CLEMENT

Third District.....WM. SHEW
417 Montgomery street.

Fourth District.....C. H. REYNOLDS
329 Montgomery street. Dwelling—1314 Washington street.

Fifth District.....J. D. B. STILLMAN, M. D.
17 Post street.

Sixth District.....JOS. W. MATHER
305 Sansome street. Dwelling—13 Monroe Place, Bush street, between Stockton and Powell streets.

Seventh District.....J. F. MEAGHER
Dwelling—61 Minna street.

Eighth District.....EDGAR BRIGGS
S. E. corner Sansome and Sacramento sts. Dwelling—33 Erie st.

Ninth District.....R. H. SINTON
509 California street. Dwelling—16 South Park.

Tenth District.....A. K. HAWKINS
645 Market street. Dwelling—829 Howard street.

Eleventh District.....H. F. WILLIAMS
S. W. corner California and .... streets.

Twelfth District.....J. M. BURNETT
59 Exchange Building, corner Montgomery and Washington sts. Dwelling—N. W. corner Polk and Jackson streets.

Superintendent of Common Schools.....JAMES DENMAN
22 City Hall.

Secretary of Board of Education.....GEO. BEANSTON
22 City Hall.

Clerk Board of Education.....RICHARD OTT
22 City Hall.

Messenger.....JAMES DUFFY
22 City Hall.

STANDING COMMITTEES—1870.

Nomination of Teachers—Directors Meagher, Mather, Williams, President and Superintendent.
Rules and Regulations—Directors Shew, Hawkins and Coe.
Classification and Course of Instruction—Directors Mather, Reynolds, Meagher and Superintendent.
High and Normal Schools Directors Stillman, Hawkins and Reynolds.
Furniture and Supplies—Directors Sinton, Meagher and Briggs.
Text Books and Music—Directors Shew, Coe and Hawkins.
Cosmopolitan Schools—Directors Briggs and Meagher.
Evening Schools—Directors Briggs, Coe and Williams.
School Houses and Sites—Directors Williams, Sinton and Stillman.
Salaries and Judiciary—Directors Reynolds, Stillman and Hawkins.
Finance and Auditing—Directors Hawkins, Shew and Reynolds.
Teachers' Institute—Directors Mather, Williams and Briggs.
Printing—Directors Coe and Williams.
Janitors—Directors Sinton, Shew, Coe and Superintendent.

BOYS' HIGH SCHOOL.

Location—S. E. corner Powell and Clay streets.

Theodore Bradley, 34 Tehama,
A. T. Winn, 116 Prospect Place,
A. L. Mann, Brooklyn, Alameda Co.,
Prof. A. Herbet, 613½ Stockton,
Prof. S. S. Howell,
Mrs. C. L. Atwood, 1806 Mason.

GIRLS' HIGH SCHOOL.

Location—S. E. corner Bush and Stockton streets.

Ellis H. Holmes, 16 Prospect Place,
Mrs. Caroline R. Beals, 923 Powell st.,
Miss M. F. Austin, 520 Sutter st.,
Miss E. A. Cleveland, cor. Mas. & O'F.
" S. A. Barr, 615 Post,
" Fannie M. Sherman, 531 Jessie.

CITY TRAINING SCHOOL.

Location—S. E. corner Bush and Stockton streets.

Mrs. A. E. DuBois, 609 Sutter,
Miss A. L. Gray, 616 Powell,
Miss A. B. Earle, 1123 Sutter,
" S. H. Earle, 674 Harrison,
Miss T. C. Stohr, 610 Howard.

LINCOLN GRAMMAR SCHOOL.

Location—East side Fifth, near Market street.

Bernhard Marks, cor. U'n and Steiner,
L. W. Reed, 817 Mission,
W. A. Robertson, 710 Washington,
Mrs. M. J. Sanky, 1119 Mission,
Miss Minnie T. Kimball, 1001 Cal.,
Mrs. E. F. Pearson, 342 Minna,
Mrs. B. F. Moore, 24 Ellis,
Miss Jennie Forbes, 127 Kearny,
" M. E. Harrington, 5 Stockton,
" Sarah Field, 1009 Powell,
" Carrie L. Smith, 19 John,
Miss Grace Chalmers, 809 Vallejo,
" Mary Guinness, Sac., nr Powell,
" E. A. Shaw, 219 Geary,
Mrs. A. Baldwin, 526 Kearny,
" M. Wanzer, 1009 Powell,
" F. M. Pugh, 571 Stevenson,
Miss A. S. Jewett, 372 Brannan,
" Belinda Roper, cor. Bush & Mas.,
" N. A. Littlefield, 1115 Sutter,
" C. McLean, Mis'n, bet 11th & 12th,
Mrs. M. A. Colby, 617 Mission,
Mrs. C. A. Anderson, 200 Stockton.

DENMAN GRAMMAR SCHOOL.

Location—N. W. corner Bush and Taylor streets.

John Swett, 1419 Taylor, bet Pa. & J.,
E. M. Baumgardner, 514 Sutter.
Celeste M. Pattee, 804 Bush,
Jessie Smith, 325 Lombard,
Nettie A. Doud, 905 Bush,
Sarah Lillie, 528 Stevenson,
Mary J. Little, 320 Ritch,
E. P. Bradley, 34 Tehama,
K. B. Childs, 16 Hampton Place,
C. C. Bowen, 824 Bush,
L. L. Gummer, 504 Stockton,
A. T. Flint, 337 Jessie,
L. C. McKean, 522 Eddy,
L. A. K. Clappe, 1419 Taylor,
E. B. Barnes, 932 Howard.

RINCON GRAMMAR SCHOOL.

Location—Vassar Place, Harrison street, between Second and Third.

E. Knowlton, 728 Sixteenth,
Miss H. M. Thompson, 16 Perry,
" D. S. Prescott, 8 Mason,
" M. E. Stowell, 105½ Fifth,
" Margaret Wade, 1407 Washingt'n,
" A. M. Dore, 624 Filbert,
Miss L. B. Easton, 513 Jones,
" L. S. Swain, 26½ Kearny,
" Kate M. Fuller, 521 Folsom,
" Clara Bucknam, 309 Fremont,
" A. C. Robertson, 323 Fremont,
" C. D. Trask, 604 Geary,
Miss Sadie Davis, 416 Bryant.

BROADWAY GRAMMAR SCHOOL.

Location—N. S. Broadway, between Powell and Mason streets.

Noah F. Flood, Broadway, bet Powell and Mason,
Miss Maggie McKenzie, 135 Kearny,
" Emily M. Tibbey, 527 Green,
" Fidelia Jewett, 520 Sutter,
" Mary A. Haswell, 524 Greenw'h,
" Mary A. Ward, 1416 Powell,
Miss Mary E. Savage, 540 Jessie,
" Fannie L. Soule, Chestnut, between Hyde and Leavenworth,
" Emma F. Brown, Tenth, between Grove and Jefferson, Oakland,
" Susie B. Cooke, 108 Stockton,
" Leila W. Burwell, 1107 Stockton,
Mrs. Ella J. Elliot, 1505 Leavenworth.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Location—West side of Post, between Dupont and Stockton streets.

H. N. Bolander, 1231 Mission,
W. W. Holder, 418 Kearny,
Mrs. Mary Kincaid, 421 Sixth,
Mrs. R. Estrayer, 902 Montgomery,
Dr. James Widman, 34 Rausch,
Miss Lizzie McColliam, 220 Eddy,
" Nellie Owens, 343 Grove,
" Sarah Gunn, 424 Ellis,
" Lizzie Gunn, 424 Ellis,
Mrs. A. H. Hamill, Howard, bet 5th & 6th,
Miss Rose Bliebel.

UNION GRAMMAR SCHOOL.

Location—N. S. Union, between Montgomery and Kearny Streets.

Philip Prior, 340 Clementina,
John Clay McKowen, 313 Stockton,
Miss Agnes Chalmers, 809 Vallejo,
" Sallie Estelle Fox, 809 Mission,
" Nellie S. Baldwin, 1305 Stockton,
Miss Anne E. Hucks, 708 Lombard,
" Lizzie White, 1807 Stockton,
" Sarah E. Duff, 1304 Montgomery,
" Maggie H. Watson, 24 Scott,
" Ellen G. Grant, Howard, between 13th and 14th.

WASHINGTON GRAMMAR SCHOOL.

Location—S. W. corner Mason and Washington streets.

L. D. Allen, N. E. cor. Pine and Laguna,
Albert Lyser, 222 Stockton,
Miss Jean Parker, 926 Washington,
" Sarah A. Jessup, 514 Sutter,
" Lottie Barrows (substitute), 5 Bircham Place, nr Leavenworth.
Miss Mary H. Esterbrook, 14 O'Farrell,
" Carrie M. Chase, 110 Turk,
" Carrie Barlow, 909 Clay,
" Nellie G. Holbrook, 707 Stockton,
Mrs. Carrie I. Silvester, 1030 Clay,

SPRING VALLEY GRAMMAR SCHOOL.

Location—Broadway, between Larkin and Polk streets.

Prof. W. J. G. Williams, 922 Powell,
Joseph O'Connor, 324 Tehama,
Miss Carrie P. Field, 1009 Powell,
" Mary Murphy, 1306 Taylor,
" Alice C. Gregg, 2108 Polk,
" Georgie E. Morton, 1509 Jackson,
Miss Augusta P. Fink, ... Greenwich, bet Octavia and Laguna,
" Julia B. Short, 520 Sutter,
" Annie E. Stevens, 1505 Jackson,
" Mary D. Stevens, 1505 Jackson,
" Esther Goldsmith, 415 Jones,

MISSION GRAMMAR SCHOOL.

Location—West side Mission, between Fifteenth and Sixteenth streets.

E. D. Humphrey, Rose Avenue, near San Jose depot,
John A. Moore, 1906 Mission,
Mrs. T. E. Reynolds, 724 Sixteenth,
" E. H. B. Varney, First Avenue, between 15th and 16th,
Miss Maria O'Connor, 17th, bet Dolores and Guererro,
" A. A. Rowe, cor Howard and 20th,
" Jennie Greer, 609 Seventeenth,
Miss Hattie Folger, Ellis, bet Jones and Leavenworth,
" Anita Ciprico, Howard, bet 11th and 12th,
" Julia Hutton, 11th, nr Mission,
" Louisa Lacey, 511 Vallejo,
Mrs. Mary Caldwell, Dorland, between Church and Sanchez,
Miss Katie McFadden, 520 Turk,
" Belle Rankin, 732 Geary.

SHOTWELL STREET GRAMMAR SCHOOL.

Location—E. S. Shotwell, between Twenty-second and Twenty-Third streets.

Silas A. White, Treat Avenue, between 21st and 22d,
Marion M. Scott, cor Mission and 22d,
Miss Laura T. Fowler, 740 Sixteenth,
" Lottie E. Ryder, cor Bush and Sansome,
Miss Mary Little, 1143 Mission,
" S. Louisa Templeton, 527 Post,
" Mary E. Bennet, Folsom, bet 19th and 20th,
" Hattie L. Wooll, 1312 California.
" Bessie Hallowell, 931 Howard.

SHOTWELL STREET PRIMARY SCHOOL.

Miss Annie A. Hill, Fillmore, between Hayes and Fell,
" Ellen M. Carlisle, 1412 Pine,
" Ettie Solomon, 1805 Stockton,
Mrs. Stella M. Whittemore, cor Mission and 22d,
Miss Julia F. O'Brien, 950 Howard,
" Caroline A. Harper, cor Fair Oaks and 26th,
" Mary A. Casebolt, 21 Mary, bet Howard and Mission,

TENTH STREET SCHOOL.

Location—W. S. Tenth, between Howard and Folsom streets.

J. Phelps, 39 Fifth,
Charles F. True, Gough, bet Grove and Fulton,
Mrs. Dean, Gough, bet Grove and Fulton,
" M. J. Crocker, 2 Telegraph Place,
Miss Jennie Glasgow, 829 Howard,
" K. Galvin, 114 Hayes,
Miss Swain, cor 21st and Guerrero,
" M. A. Hassett, 726 Clementina,
" L. O'Callaghan, 750 Howard,
" M. F. Byrns, 166 Perry,
Mrs. M. Hastings, 750 Howard,
Miss L. S. Brown, 210 Powell,
" Mary Ahern, Larkin,
Mrs. M. A. Lowe, cor 12th & Howard.

NORTH COSMOPOLITAN SCHOOL.

Location—N. S. Filbert, between Jones and Taylor streets.

Miss F. Mitchell, 1009 Powell,
" R. Levinson, 813 Leavenworth,
Mrs. A. Furbush, 813 Lombard,
Miss M. Humphreys, 3 Yerba Buena,
Mr. B. Chapins, 2012 Taylor,
Miss A. Campbell, 1220 Jackson,
Miss G. Stackpole, 220 O'Farrell,
" A. Flowers, 1415 Powell,
" B. Brockmann, 726 Green,
" M. Hart, 127 Kearny,
Mr. A. Solomon, 1706 Mason,
Miss K. Kennedy, 1213 Clay.

GREENWICH STREET SCHOOL.

Location—S. S. Greenwich, between Jones and Leavenworth streets.

Mrs. Wm. R. Duane, 1511 Stockton,
Miss Madge S. Turnbull, 526 Greenwich,
" Noami E. Hoy, 1114 Leavenwo'h,
" Elizabeth M. Tiebout, 716 Green,
Miss Josephine C. Evans, 309 Turk,
" Kate M. Donovan, 1006 Clay,
" Juliet Anthony, 914 Market,
" C. E. Campbell, 304 Sixth,
" Lucie Erichson, 922 Jackson.

SOUTH SAN FRANCISCO GRAMMAR SCHOOL.

Location—South San Francisco, near Railroad Avenue.

W. J. Gorman, 641 Folsom,
Miss Fairchild, 1310 California,
" O'Neill, 422 Natoma,
Miss Gallagher, 227 Geary,
" Boyle, Bush, between Laguna and Octavia.

BUSH STREET COSMOPOLITAN SCHOOL.

Location—S. E. corner Bush and Stockton streets.

Miss Melissa E. D'Arcy, McAllister, South side, near Webster,
Mrs. Josephine K. Lloyd, 411 Jones,
Miss Nellie O'Loughlen, cor Mariposa and Minnesota, Potrero,
" Amelia Goldstein, 467 Clementina,
Miss Agatha von Bunan, 228 Bush,
" Maggie T. Howard, 626 Sutter,
Ludwig Michaelson, San Francisco,
Miss Isabel Whitney, 1015 Clay,
" Alice M. D'Arcy, McAllister, near Webster.

MASON STREET COSMOPOLITAN SCHOOL.

Location—E. S. Mason, between Post and Geary streets.

Mme. M. Dupuy, 525 Green,
Mdlle. V. Coulon, 16 Metcalf Place, off Geary,
Miss S. Mayers, 11 Oak,
" B. Hirth, 1209 Dupont,
" A. Putnam, 215 Francisco,
Miss H. Whirlow, 923 Powell.

COSMOPOLITAN PRIMARY SCHOOL.

Location—N. S. Post, between Dupont and Stockton streets.

Miss Grace Smith, 442 Greenwich,
" Amelia Joice, 421 Hyde,
" Elise Siegemann, 423 Ellis,
" Sarah Miller, 139 Silver,
" Cacilie Dorsch, 5 Martha Place,
Miss Salome Knapp, 814 Bush,
" Lizzie Wells, 210 Francisco,
" Lizzie Moulton, 918 Folsom,
" Minna Graf, 125 Severth,
" Cacilie Poleman, 130 O'Farrell.

GEARY STREET COSMOPOLITAN PRIMARY SCHOOL.

Mrs. Emily Foster, cor Folsom and Sixth,
Miss Adele Kohnke, 221 Turk,
" Marion E. Rowell, 604 Geary,
Miss Julia Sichel, 730 Filbert street.

TEHAMA STREET SCHOOL.

Location—S. S. Tehama, near First street.

Mrs. E. A. Wood, 304 cor Third and Folsom,
Miss H. A. Lyons, 676 Harrison,
Mrs. S. N. Joseph, 1521 Bush,
Miss M. F. Smith, 666 Harrison,
" S. H. Whitney, cor Third and Market, Johnson House,
" E. White, 1508 Jones,
" H. A. Grant, 17 Rincon Place,
Miss M. F. Soule, 1419 Taylor,
" J. M. Gelston, 304 cor 3d & Fol.,
" H. G. Soule, 762 Howard,
" S. A. Mowry, 329 Pine,
" F. A. Nichols, 613 Third,
" A. S. Ross, 513 Folsom,
" E. Gallagher, 933 Howard,
" M. I. Hall, 406 Minna,
" S. I. Hall, 406 Minna,
Miss F. T. Clapp, 513 Folsom.

LINCOLN PRIMARY SCHOOL.

Location—S. E. corner Market and Fifth streets.

Miss Kate Sullivan, 44 Third,
Mrs. Mary H. Woodworth, 44 Third,
Miss Bessie Molloy, 44 Third,
" Mary A. Salsbury, 917 Howard,
" Viola Whigham, 942 Howard,
" Sarah A. Rightmier, 355 Clem'tina,
Mrs. Kate McLaughlin, 26 Oak Gro. Av.,
Miss Gazena Garrison, 411 Brannan,
" Maggie L. Jordan, 259 Clara,
" Carrie L. Hunt, 1047 Harrison,
Mrs. Fannie V. Holmes 220 Third,
" Laura T. Hopkins, 339 Fifth,
Mrs. E. D. Humphreys, Mission.

MISSION STREET PRIMARY.

Location—S. S. Mission, between Fifth and Sixth streets.

Miss Annie J. Hall, 406 Minna,
" Martha A. Lawless, 1225 Mission,
" Ellen M. Hodges, 107 Fifth,
Miss Kate M.G.Kelly, 1 Thompson Av,
" Susie E. Skidmore, Filbert, bet Hyde and Larkin,
Miss A. M. Manning, 44 Third.

FOURTH STREET PRIMARY SCHOOL.

Location—N. W. corner Fourth and Clary streets.

Miss E. McKee, 776 Howard,
" A. Gibbons, 939 Geary,
" T. J. Carter, 320 Ellis,
Mrs. R. F. Ingraham, 967 Harrison,
Miss J. Brown, 809 Mission,
Miss H. Estabrook, 14 O'Farrell,
" B. Wheaton, 18 Guy Place,
" C. Carter, 320 Ellis,
" R. Skinner, 5 Stockton,
" E. Stincen, 503 Powell,
Mrs. L. H. Morgan, 21 Powell.

UNION PRIMARY SCHOOL.

Location—N. W. corner Filbert and Kearny streets.

Mrs. Aurelia Griffith, 824 Lombard,
Miss Lizzie Overend, 8 Calhoun,
" Leah Solomon, 1805 Stockton,
" Arlie Stincen, 503 Powell,
Miss Henrietta Featherly, 1011 Pacific,
" Lizzie Capprise, 516 Greenwich,
" Emma McEwen, 835 California,
" Addie Cherry, 32 John,
Miss Kate Green, 221 Davis.

POWELL STREET PRIMARY SCHOOL.

Location—West side Powell, near Washington street.

Miss C. V. Benjamin, 1107 Stockton,
" S. E. Thurston, 909 Clay,
" Mary Solomon, 1805 Stockton,
" L. A. Winn, 219 Mason,
Miss M. C. Robertson, 2 Chelsea Place,
Mrs. E. S. Forester, 719 Market,
" M. E. Raymond, 218 Eddy,
" H. V. Shipley, 1309 Mason,

SILVER STREET PRIMARY SCHOOL.

Location—North side Silver, between Second and Third streets.

Miss Jennie Smith, cor Lombard and Dupont,
" Sarah A. Kelley, 511 Stevenson,
" Julia A. Doran, 350 Clementina,
Mrs. Therese M. Sullivan, 141 Silver,
Miss Mary E. Gallagher, 227 Geary,
" F. L. G. Ames, 333 Jessie,
Miss Ida E. Dickins, 7 Vassar Place,
" Ellen Oliver,
" Isabel Gallagher, 933 Howard,
" Sallie Reber Hart, 43 South Park,
Mrs. J. H. H. Nevins, 1329 Sacramento,
Miss Pauline Hart, Oakland, cor Webster street and Webster Av.

PINE STREET SCHOOL.

Location—S. W. corner Pine and Larkin streets.

Miss H. Cook, 1004 Pine,
" A. B. Chalmers, 809 Vallejo,
" K. Bonnell, Capp,
" L. Humphrey, 3 Yerba Buena,
" A. Sawyer, 129 Perry,
" F. Benjamin, 734 Post,
Miss D. Hayman, 32 Jessie,
" K. Casey, 1001 cor Jackson & Polk,
" B. Kelly, 336 Eddy,
" M. Ritchie, 1119 Mission,
" M. Metcalf, 952 Howard,
" A. Hopkins, cor Grove & Octavia
Miss M. Corkery, 1903 Polk.

EIGHTH STREET PRIMARY SCHOOL.

Location—East side Eighth, between Harrison and Bryant.

Miss Annie E. Slavan, 534 Seventeenth,
" Sarah E. Frissell, 314 Fifth,
Mrs. Ada E. Wright, Prescott House,
Miss S. C. Johnson, 318 Seventh,
" Ellen Donovan, 218 Clara,
Miss K. E. Gorman, Fol. & Hawthorn,
" E. F. Hassett, 476 Clementina,
" Mary E. Perkins, 218 Eddy,
" Mary A. Lloyd, 218 Eddy,
" M. A. Brady, 423 Minna,
Miss Rebecca P. Paul, 21 Mary.

MISSION AND MARY STREET SCHOOL.

Mrs. Jones, 214 Perry,
Miss Carrie Menges, 326 Jessie,
Miss Fittig, 514 Minna,
" Wiehe, 726 Folsom.

HAYES' VALLEY SCHOOL.

Location—North side Grove, between Franklin and Gough streets.

Miss P. M. Stowell, 107 Fifth,
" F. A. Stowell, 107 Fifth,
Miss K. A. O'Brien, 461 Clementina,
Mrs. L. A. Russell, 2d Av, bet 16th & 17th.

HAYES STREET PRIMARY SCHOOL.

Location—South side Hayes, near Laguna.

Mary Williams, Hayes, bet Buchanan and Webster.
Mrs. Maggie Dwyer, 27½ Fourth.

SPRING VALLEY PRIMARY SCHOOL.

Miss Jennie M. A. Hurley, cor Gough and Pacific,
Miss Eureka A. Bonnard, 1409 Jackson,
" Marion O. Stokum, 110 Stockton,
Miss Susie McInerny, 303 Jessie.

TYLER STREET SCHOOL.

Location—North side Tyler, between Price and Scott streets.

Miss Mary J. Bragg, 322 Main,
Mrs. L. Allen, 23 Sixth,
Miss Maggie E. Smith, 1117 Bush,
Miss Annie E. Dowling, cor McAllister and Broderick,
" Nellie Robinett, 13th, nr Mission.

DRUMM STREET SCHOOL.

Mrs. Lizzie G. Deetkin, 254 Tehama,
Miss Brumley, 1428 California,
Miss Julia Henry, 24 Mary.

POTRERO SCHOOL.

Miss Mary Pascoe, 7 Vernon,
Miss Mary Roper, 731 Bush.

PINE STREET SCHOOL.

Location—Pine, between Scott and Devisadero streets.

Miss Ellen Cushing, 106 Stockton,
Miss Addie Sprague, 126 Silver.

FAIRMOUNT SCHOOL.

Location—Fairmount Tract.

George Robertson, 710 Washington,
Mary H. Smith, 325 cor Lom. & Dupont

WEST END SCHOOL.

Location—County road, near San Miguel Station.

Charles H. Ham, 214 Ellis.

SAN BRUNO SCHOOL.

Miss Marion Sears, cor Market and 3d,
Mrs. E. C. Marcus, 326 Jessie.

LAGUNA HONDA SCHOOL.

Miss Jennie Stanford, 1218 Union.

COLORED SOHOOL.

Location—N. W. corner Taylor and Vallejo streets.

Miss Georgia Washburne, 1121 Taylor,
Miss M. E. Smith, cor Union & Calhoun.

CHINESE SCHOOL.

B. Lanctot, 423 Washington.

SPECIAL TEACHERS.

P. A. Garin, teacher of Drawing, 17 Fourth,
Washington Elliott, teacher of Music, 626 Sutter,
T. Crossett, " " 216 Shotwell,
W. D. Murphy, " " 264 Minna,
Hubert Burgess, " Drawing, Oakland, cor West and 12th.

MONTEREY COUNTY TEACHERS' INSTITUTE.

In compliance with the call of the County Superintendent, the teachers of Monterey County met in Convention on Tuesday, the 9th of August, 1870. The Institute convened at 10 o'clock, A.M., Supt. E. M. Alderman in the chair.

The following teachers were reported present:

Miss Lizzie Hall, Miss Anna Wright, R. E. McCrosky, J. N. Thompson, A. Rodgers, of Hollister; S. M. Shearer, Mrs. S. M. Shearer, Miss Fanny B. Canfield, J. P. C. Allsopp, of San Juan; A. W. Butler, Miss Fronie Harvey, Miss Josie Harvey, of Salinas City; H. V. Morehouse, of Spring District; Miss Luella Abbott, of Rincon District; John Hayes, of Carrollton District; J. W. Webb, of Pacheco District; Miss Jennie McCombe, of San Fillipe; L. O. Rodgers, A. H. Pratt, of Pajaro; Miss Lutitia Erwin, Oak Grove; P. E. Kersey, of Washington District; W. T. Clay, Miss M. A. Carter, of Castroville; Miss A. L. Armstrong, of Natividad; Joel Hedgpeth of Mountain District; S. F. Crawford, of Carneros District; A. Martin, of Jefferson District; Miss Anna Phillips, R. B. Warren, Miss Ellen Warren, of Monterey; C. P. Bailey, of Soledad; P. C. Millett, of Carmello; M. Brophy.

On motion, A. W. Butler and Miss F. B. Canfield were elected Secretaries, J. P. C. Allsopp and R. B. Warren Vice Presidents.

The following committees were then appointed: "On Introduction," W. T. Clay, A. Rodgers, J. Hayes, Misses F. B. Canfield, A. Wright and Mrs. S. M. Shearer. "On Resolutions," R. B. Warren, J. Hayes, S. M. Shearer. "On Music," Misses Lizzie Hall, F. B. Canfield and Mr. H. V. Morehouse.

On motion of Rev. J. W. Webb, the temporary organization was declared permanent.

J. Hayes and Miss Lizzie Hall were appointed critics for the day. Institute adjourned to 1 P. M.

AFTERNOON SESSION.

Institute called to order by Supt. E. M. Alderman. Music by the choir. Address by J. P. C. Allsopp. Music by the choir. Discussion on the "Best Method of Improving our School System," opened by A. Rodgers, followed by Webb, Allsopp, Crawford, Shearer and Hedgpeth. Moved and seconded that the members of the Institute be not allowed to speak but twice, nor longer than five minutes on one subject. Carried. Essay by S. F. Crawford.

Recess of 10 minutes.

Institute called to order by chairman. Music by the choir. "Calisthenic Exercises," conducted by Miss F. B. Canfield. Discussion "On teaching Orthography," opened by Hedgpeth, followed by Rodgers, Shearer and others. Adjourned to 7½ P.M.

EVENING SESSION.

Institute called to order by the chairman. Music by the choir. Rev. J. W. Webb was then introduced, and entertained the audience with a very interesting lecture—subject: "Teachers, Scholars and Parents." Music by the choir. Adjourned to meet at 9 o'clock A. M. Wednesday.

SECOND DAY.

MORNING SESSION.

Institute called to order by chairman. Prayer by Rev. J. Hedgpeth. Music by the choir. Minutes of previous meeting read and approved. Critics' report not read. L. O. Rodgers and Miss Josie Harvey appointed critics for the day. Discussion of text books taken up and opened by R. B. Warren, followed by Martin, Webb, Morehouse, Crawford, Rodgers, Miss F. B. Canfield, Clay and Allsopp.

Recess of 10 minutes.

Institute called to order by chairman. Discussion "On Teaching Geography," opened by Thompson, followed by Martin, Webb, Bailey and others. Adjourned to 1 P. M.

AFTERNOON SESSION.

Meeting called to order by chairman. "Class Exercises," by S. M. Shearer, illustrating his method of teaching Orthography. Discussion on "Arithmetic," opened by Webb, followed by Rodgers. "Class Exercise," by S. M. Shearer.

Recess of 10 minutes.

Institute called to order by chairman. Discussion on "Moral Training," opened by Hedgpeth—interrupted by the arrival of State Superintendent O. P. Fitzgerald, who assumed the chair. Discussion resumed by Webb, Martin, Miss F. B. Canfield, Rodgers, Bailey and Warren. "Select Reading," by Miss Fronie Harvey. Recitation by J. W. Webb. Adjourned to 7½ P.M.

EVENING SESSION.

Institute called to order by State Superintendent Fitzgerald. Music by the choir. Mr. R. B. Warren was then introduced, and delivered a very interesting lecture—subject: "Duties and Responsibilities of Teachers." Music by the choir. Adjourned to meet at 9 o'clock A. M., August 11th.

THIRD DAY.

MORNING SESSION.

Institute called to order by State Superintendent Fitzgerald. Prayer by Rev. J. W. Webb. Music by the choir. Minutes of previous meeting read and approved. R. B. Warren and Miss A. L. Armstrong appointed critics for the day. Critics' report read. Essay by Miss Anna Philips—subject: "Byron." Discussion on the "Importance of Physiology," opened by E. M.

Alderman, followed by Rodgers, Crawford, Webb, Butler, Bailey, Rev. P. J. Jones.

Recess of 10 minutes.

Institute called to order by State Superintendent Fitzgerald. "Calisthenic Exercise," conducted by A. Rodgers. "Miscellaneous Exercise," "Breathing Exercise," by A. Rodgers. Adjourned to 1 P.M.

AFTERNOON SESSION.

Institute called to order by State Superintendent Fitzgerald. Music by the choir. Discussion on "Teaching Reading," opened by Allsopp, followed by Brophy, Bailey, Rodgers, Crawford, Alderman.

Recess of 10 minutes.

Institute called to order. "Select Reading," by H. V. Morehouse, Miss A. Wright and Miss A. L. Armstrong.

The following resolutions were then unanimously adopted:

Resolved, That the members of the Teachers' Institute of Monterey County heartily approve of the recent action of the State Board of Education with reference to the text books recently adopted by them for use in our public schools.

Resolved, That it is the opinion of this Institute that every school in the county ought to be supplied with all the apparatus required by law, especially with maps, charts, desks and blackboards, in accordance with the provisions of the School Law.

Resolved, That the thanks of this Institute be tendered to A. W. Butler and Miss Fanny B. Canfield for the faithful manner in which they have discharged their duties as Secretaries of this Institute.

Resolved, That the thanks of this Institute are hereby tendered to the School Trustees of San Juan for the use of their school house, and for supplies for carrying on the Institute, and to the proprietors of the National and Plaza hotels for the moderation in their charges.

Resolved, That the thanks of this Institute are hereby tendered to the Hon. O. P. Fitzgerald, State Superintendent, and to Dr. E. W. Alderman, County Superintendent, for the dignified and impartial manner in which they have presided at this Institute.

Resolved, That the thanks of this Institute be tendered to the Music Committee.

Resolved, That the thanks of this Institute are due to Rev. J. Webb, R. B. Warren and J. P. C. Allsopp for the excellent addresses which they delivered to the Institute.

Resolved, That the thanks of the Institute be extended to the citizens of San Juan who favored us with their presence during the Institute.

Critics' report read. Minutes of the day read and approved. Adjourned to 7½ o'clock P. M.

EVENING SESSION.

Institete called to order by Sup't Alderman. Music by the choir. Hon. O. P. Fitzgerald was then introduced, and entertained the Institute with a very interesting lecture on "Popular Education." Music by the choir.

After which the following resolutions were passed:

Resolved, That the thanks of this Institute be tendered to the Hon. O. P. Fitzgerald, State Superintendent, for the very able lecture delivered before this Institute.

Resolved, That the thanks of this Institute are due to the people of the Baptist Church of San Juan for the use of their building.

Institute adjourned *sine die*.

A. W. Butler, Miss F. B. Cannield, } Secretaries.

NORMAL TRACT ON COMMON FRACTIONS.

BY BERNHARD MARKS.

The following exercises on the deduction of rules will be found very unsatisfactory to the logician because, in them, *general laws* are deduced from *specific cases*. But they are not intended to serve as demonstrations although to too many minds they will no doubt have that appearance. They are designed to establish in the mind of the pupil the habit of deducing the Law from the Observed Fact; to induct him into relying more upon his understanding than upon his memory; to show him how to furnish himself with data and how to discover the relations between the parts of it; in fine they are designed to be a representation in miniature of the grand process upon which the human mind relies for acquiring knowledge concerning the laws of the Universe, the step from *empiricism* to *ratiocination*.

BLACKBOARD EXERCISE—F.

1. Deduce the rule for *multiplying a fraction*.

   Let it be required to multiply $\frac{2}{6}$ by 2.

   2 times $\frac{2}{6} = \frac{4}{6}$.

   Or 2 times $\frac{2}{6} = \frac{2}{3}$.

   Hence, to *multiply a fraction*, either *multiply the numerator* or *divide the denominator*.

2. Deduce the rule for *dividing a fraction*.

   Let it be required to divide $\frac{2}{6}$ by 2.

   $\frac{1}{2}$ of $\frac{2}{6} = \frac{1}{6}$.

   Or $\frac{1}{2}$ of $\frac{2}{6} = \frac{2}{12}$.

   Hence, to *divide a fraction*, either *divide the numerator* or *multiply the denominator*.

3. Deduce the rule for *multiplying by a fraction*.

   Let it be required to multiply 6 by $\frac{2}{3}$.

   $\frac{1}{3}$ of $6 = 2$ and $\frac{2}{3}$ of $6 = 2$ times $2 = 4$.

   Hence, to *multiply by a fraction, multiply by the numerator and divide the product by the denominator*.

4. Deduce the rule for *dividing by a fraction.*

Let it be required to divide 6 by $\frac{2}{3}$.

$\frac{1}{3}$ is contained in 6, 18 times.

$\frac{2}{3}$ is contained in 6, $\frac{1}{2}$ of 18 times $= 9$ times.

Hence, to *divide by a fraction*, divide by the numerator and multiply the quotient by the denominator.

5. *Symmetrical Points.*

a. Whatever operation is performed upon the *numerator*, the *same* is performed upon the value of the fraction.

If the numerator be multiplied, the fraction will be multiplied.

If the numerator be divided, the fraction will be divided.

b. Whatever operation is performed upon the *denominator*, the *reverse* is performed upon the value of the fraction.

If the denominator be multiplied the fraction will be divided.

If the denominator be divided the fraction will be multiplied.

c. To multiply or divide by a fraction, multiply or divide by its numerator and perform the reverse operation upon the result by the denominator.

To multiply by a fraction, multiply by the numerator and divide by the denominator.

To divide by a fraction, divide by the numerator and multiply by the denominator.

BLACKBOARD EXERCISE—G.

$\frac{3}{4} \times \frac{2}{3}$.

Perform this multiplication,

1st. By operating upon the numerator only of the multiplicand.

$\frac{3}{4} \times \frac{2}{3} = \frac{2}{4}$.

To multiply by $\frac{2}{3}$ we multiply by 2 and divide by 3.

$\frac{3}{4} \times 2 = \frac{6}{4}$. $\frac{6}{4} \div 3 = \frac{2}{4}$.

2d. By operating upon the denominator only of the multiplicand.

$\frac{3}{4} \times \frac{2}{3} = \frac{3}{6}$.

To multiply by $\frac{2}{3}$ we multiply by 2 and divide by 3.

$\frac{3}{4} \times 2 = \frac{3}{2}$. $\frac{3}{2} \div 3 = \frac{3}{6}$.

3d. By multiplication only.

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$.

To multiply by $\frac{2}{3}$ we multiply by 2 and divide by 3.

$\frac{3}{4} \times 2 = \frac{6}{4}$. $\frac{6}{4} \div 3 = \frac{6}{12}$.

4th. By division only.

$\frac{3}{4} \times \frac{2}{3} = \frac{1}{2}$.

To multiply by $\frac{2}{3}$ we multiply by 2 and divide by 3.

$\frac{3}{4} \times 2 = \frac{3}{2}$. $\frac{3}{2} \div 3 = \frac{1}{2}$.

Examples for practice. $\frac{5}{8} \times \frac{4}{5}$. $\frac{10}{12} \times \frac{4}{5}$. $\frac{6}{7} \times \frac{7}{2}$.

AN UNFAVORABLE CASE.

$\frac{10}{11} \times \frac{3}{4}$.

$\frac{10}{11} \times 3 = \frac{30}{11}$. $\frac{30}{11} \div 4 = 7\frac{2}{11}$.

$\frac{10}{11} \times 3 = \frac{10}{3\frac{2}{3}}$. $\frac{10}{3\frac{2}{3}} \div 4 = \frac{10}{14\frac{2}{3}}$.

$\frac{10}{11} \times 3 = \frac{30}{11}$. $\frac{30}{11} \div 4 = \frac{30}{44}$.

$\frac{10}{11} \times 3 = \frac{10}{3\frac{2}{3}}$. $\frac{10}{3\frac{2}{3}} \div 4 = \frac{2\frac{2}{4}}{3\frac{2}{3}}$.

BLACKBOARD EXERCISE—H.

$\frac{4}{9} \div \frac{2}{3}$.

Perform this division,

1st. By operating upon the numerator only of the dividend.

$\frac{4}{9} \div \frac{2}{3} = \frac{6}{9}$.

To divide by $\frac{2}{3}$ we divide by 2 and multiply by 3.

$\frac{4}{9} \div 2 = \frac{2}{9}$. $\frac{2}{9} \times 3 = \frac{6}{9}$.

2d. By operating upon the denominator only of the dividend.

$\frac{4}{9} \div \frac{2}{3} = \frac{4}{6}$.

To divide by $\frac{2}{3}$ we divide by 2 and multiply by 3.

$\frac{4}{9} \div 2 = \frac{4}{18}$. $\frac{4}{13} \times 3 = \frac{4}{6}$.

3d. By multiplication only.

$\frac{4}{9} \div \frac{2}{3} = \frac{12}{18}$.

To divide by $\frac{2}{3}$ we divide by 2 and multiply by 3.

$\frac{4}{9} \div 2 = \frac{4}{18}$. $\frac{4}{18} \times 3 = \frac{12}{18}$.

4th. By division only.

$\frac{4}{9} \div \frac{2}{3} = \frac{2}{3}$.

To divide by $\frac{2}{3}$ we divide by 2 and multiply by 3.

$\frac{4}{9} \div 2 = \frac{2}{9}$. $\frac{2}{9} \times 3 = \frac{2}{3}$.

From this case we learn that to divide one fraction by another we may divide the numerator of the dividend by the numerator of the divisor and the denominator of the dividend by the denominator of the divisor. This is analogous to the rule generally given for multiplying one fraction by another.

Examples for practice. $\frac{8}{9} \div \frac{2}{3}$. $\frac{8}{25} \div \frac{4}{5}$. $\frac{10}{21} \div \frac{5}{7}$.

AN UNFAVORABLE CASE.

$\frac{6}{11} \div \frac{5}{7}$.

$\frac{6}{11} \div 5 = \frac{1\frac{1}{5}}{11}$. $\frac{1\frac{1}{5}}{11} \times 7 = \frac{8\frac{2}{5}}{11}$.

$\frac{6}{11} \div 5 = \frac{6}{55}$. $\frac{6}{55} \times 7 = \frac{6}{7\frac{6}{7}}$.

$\frac{6}{11} \div 5 = \frac{6}{55}$. $\frac{6}{55} \times 7 = \frac{42}{55}$.

$\frac{6}{11} \div 5 = \frac{1\frac{1}{5}}{1}$. $\frac{1\frac{1}{5}}{11} \times 7 = \frac{1\frac{1}{5}}{1\frac{4}{7}}$.

BLACKBOARD EXERCISE—I.

Deduce the rule for reducing fractions to their lowest terms.

Let it be required to change $\frac{4}{6}$ to thirds.

$\frac{2}{\frac{4}{6}}$

$\frac{}{3}$

Write thirds instead of sixths. $\frac{1}{3}$ is twice $\frac{1}{6}$. Therefore the new fraction must have only half as many parts.

Hence, to reduce a fraction to *lower* terms,

Divide both terms by a common divisor.

With the same dividend the greater the divisor the smaller the quotient.

Hence, to reduce a fraction to its *lowest* terms,

Divide both terms by their greatest common divisor.

BLACKBOARD EXERCISE—J.

Deduce the rule for reducing fractions to their least common denominator.

Let it be required to reduce $\frac{1}{2}$, $\frac{2}{3}$ and $\frac{3}{4}$ to equivalent fractions having 24 for denominators.

Change the denominator 2 to 24.

Since $\frac{1}{24}$ is only $\frac{1}{12}$ of $\frac{1}{2}$ the new fraction must have 12 times as many parts.

Proceed in like manner with the other two fractions.

Hence, to reduce fractions to a common denominator,

Choose a common multiple of the denominators for a common denominator.

Then multiply both terms of each fraction by any number that will produce the required denominator.

For the *least* common denominator choose the *least* common multiple of the denominators.

BLACKBOARD EXERCISE—K.

CLASSIFICATION AND DEFINITIONS:

A *fractional* unit is one of the equal parts into which a thing or number is divided.

A *fraction* is a number which expresses one or more fractional units.

The *denominator* of a fraction is the number which determines the value of the fractional unit.

The *numerator* of a fraction is the number which determines the number of fractional units considered.

The numerator and denominator are called the *terms* of the fraction.

Fractions are divided,

In reference to value, into Proper and Improper.

In reference to form, into Simple, Compound and Complex.

In reference to method of expression, into Common, Decimal and Duodecimal.

A *proper fraction* is one whose value is less than unity.

An *improper fraction* is one whose value is equal to or greater than unity.

A *simple fraction* is a single fraction.

A *compound fraction* is several fractions to be multiplied together.

A *complex fraction* is one in which one or both terms are fractional.

A *common fraction* is one which has both of its terms expressed in figures.

A *decimal fraction* is one which has its numerator expressed by figures and its denominator by the position of the decimal point.

A *duodecimal fraction* is one which has its numerator expressed by figures and its denominator by means of accents.

A *mixed number* is a whole number and a fraction.

HOW TO USE THIS TRACT.

It consists of two parts; the Order of Development with its accompanying amplifications, mental and written, and its *oral solutions* and *written operations;* and the exercises.

These constitute a *system* of teaching Fractions; the *method* of presenting the system must depend upon the characteristics of the teacher and the circumstances of his class or school.

The following points ought to be embraced in *any* method:

First—The topic to be newly taken up, as No. 3, Letter *a*, should be presented in a development lesson. The Perception should be appealed to by representing two and

a half pies or other things upon the blackboard and showing how many halves there are in them.

Second—The class should be taught how to express the example; thus: $2\frac{1}{2} =$ how many halves?

Third—The class should be taught the *oral solution*, as given next to the operation.

Fourth—The class should be made thoroughly familiar with this oral solution by means of the *mental* examples given.

Fifth—The class should be taught the *written operation* as given. The *oral solution* should be applied by way of *explanation* to the *written operation*.

Sixth—The class may be taught to express in writing the solution hitherto given orally.

There should be frequent and rapid reviews. The Order of Development presents the topics at a glance.

Some of the *cases*, lettered, should be omitted in teaching young classes.

Very many *easy* examples should be given to be solved, the answer alone being required.

When the mental examples involve too many numbers to be easily remembered they should be written upon the board.

The newest topic under consideration should be treated mentally *only* for several days before teaching the written operation.

When a topic has been reviewed so often that it is certain the class, as a whole, is quite familiar with it, the larger numbers may be used but it is well to be slow about using large numbers.

The nature of the exercises is such that there cannot be much diversity of method in the use of them.

State Normal School.—The next session will commence on Tuesday, the 18th of October. Monday, the 17th, will be devoted to the examination of new pupils. Let all who expect to enter be present at that time.

State Normal School Building.—The work on our beautiful State Normal School building at San José is progressing finely under the direction of Mr. Reardon, the efficient superintendent, and the watchful and artistic eye of Mr. Lenzen, the architect. The public expectation will not be disappointed with reference to the speedy erection of this important structure. The Executive Committee of the Board of Trustees are trying to combine economy, safety and dispatch in their plans and methods of operation.

Editors' Department.

STATE TEACHERS' INSTITUTE.

We believe the general verdict of those present at the State Teachers' Institute is, that it was a very successful affair. In some respects, it might have been better. Some of the lectures and essays might have been shortened to advantage. There was, as usual, rather too much theorizing, and too little practical illustration. There was also some hobby-riding by certain individuals—a kind of equestrianism which should not be indulged at the expense of the harmony and profit of such a large body of teachers when assembled for more practical purposes.

Admitting these faults, this Institute was marked by many gratifying features, chief of which was the *professional enthusiasm* manifested. A visitor could not have remained in Mercantile Library Hall ten minutes during the session, without feeling that he was surrounded by a large body of *live* teachers, whose life-work was teaching, and who magnified their office. Nor could such a visitor have failed to note the marked ability of many of the delegates, both men and women. And, considering the large number present, the general harmony of opinion and feeling was remarkable. We say the *general* harmony was remarkable; but while this was true, there was no lack of independence, individuality and originality of thought and expression. The social features of the occasion were as pleasant as could be desired. City and country became acquainted, and the result was a mutual liking.

This session of the State Institute was a good one—the next should be still better. Progress is the word.

ANSWER.

We receive many enquiries in regard to McGuffey's Readers. The following is a list of prices at *introductory* rates:

McGuffey's	New Primary Charts, 10 Nos. on Rollers	$2 25
"	New First Eclectic Reader	10
"	New Second Eclectic Reader	20
"	New Third Eclectic Reader	30
"	New Fourth Eclectic Reader	35
"	New Fifth Eclectic Reader	55
"	New Sixth Eclectic Reader	65

The Readers can be introduced at any time, introductory rates to continue three months. Each District can begin introducing whenever it wishes, and have three months in which the special

rates are available. It will make no difference that other Districts do not begin to introduce at the same time. All should avail themselves of these extremely low rates, as Willson's Readers go out of date June 1, 1871.

EDITORIAL CHANGES.

The State Educational Society, at its recent meeting, elected the following ladies and gentlemen as Contributing Editors of this journal for the current year: Miss Clara G. Dolliver, Mrs. Aurelia Griffith, Prof. E. S. Carr, of the University of California, and Prof. W. J. G. Williams, of San Francisco. If anything could reconcile us to the loss of the retiring editors, it would be the fact that their places are so well filled by the new ones. Our consolation is made still stronger by the promise of continued contributions from our late editorial associates—a promise the fulfillment of which all our readers will join us in rigidly exacting. The Managing Editor was re-elected unanimously—a compliment which is appreciated.

President.—The State University has found a President at last. Prof. Henry Durant, one of the oldest and ablest educators on the Pacific coast, has been elected to the office. All praise the wlsdom of the Board of Trustees in making the selection.

OBITUARY.

Miss Clara Amelia Mackie, born in Woburn, Mass., June 6th, 1850, died in San Francisco, August 1st, 1870.

Miss M. came to San Francisco in 1862, was educated in Rincon Grammar and the Normal Schools, graduated at the State Normal School in 1867, taught with good success in Colusa county and at Colfax; was anxiously waiting for a position in the City Department at the period of her untimely death. She had been substituting for teachers who were temporarily absent, and had waited for many months for a situation. Her family was in great need of her assistance, and it is believed that the great anxiety and deprivation caused by not. obtaining a situation brought on her sickness, which terminated in typhoid fever, derangement and death. During the week succeeding her death she was elected to a position, but it came too late. She was a

good scholar, a faithful teacher, an affectionate and dutiful daughter, and her loss is great, and in her family is irreparable. The story in the last number of the TEACHER, entitled "Millie," was based upon the facts of her sad experience and death. It was from the same pen as the story of "The Little Hand."

MERITED HONOR.—Lafayette College, of Pennsylvania, at the commencement, 1st September, conferred the degree of Ph. D. on H. N. Bolander, Principal of the South Cosmopolitan School of this city. Mr. Bolander is so identified with the botany of California, and has made such valuable contributions thereto, that whatever developments may be made in this department in future, his name is forever honorably linked with it. May honors always be as worthily bestowed and as gracefully worn!

BOOK TABLE.

A MANUAL OF COMPOSITION AND RHETORIC: A Text Book for Schools and Colleges. By JOHN S. HART, LL. D., Principal of the New Jersey State Normal School, Author of "Hart's English Grammar," "In the School-room," etc., etc. Philadelphia: Eldredge & Brother. 1871.

This is a good book. We expected as much when learning—too late for mention in our last issue—that its distinguished author was preparing a work on English Composition and Rhetoric. Notwithstanding the modest statement in the preface, that an easily comprehended presentation of known and generally admitted truth is aimed at, rather than enlargement of the boundaries of the science, still the volume contains many things which, we venture to say, will prove new, "interesting and profitable" to those striving to obtain a clear, easy and correct style of composition. Its adaptability to the class-room will make it especially serviceable to those whom it was intended to benefit—teachers. A. Roman & Co., San Francisco.

C. SALLUSTI CRISPI CATALINA ET JUGURTHA. With Explanatory Notes, Lexicon, etc. By GEORGE STUART, A. M., Professor of the Latin Language in the Central High School of Philadelphia. Philadelphia: Eldredge & Brother. 1870.

This is another volume of "Chase and Stuart's Classical Series," and has all the merits of the former issues. The peculiarities of Sallust's style are preserved, at the same time sufficient help is given to the student to enable him to read this charming author understandingly. The typography is so well executed, that it encourages one in the hope that the day of having to read badly printed books is passed.

THE STUDENT'S MYTHOLOGY: A Complete Compendium of Greek, Roman, Egyptian, Assyrian, Persian, Hindoo, Chinese, Thibetian, Scandinavian, Celtic, Aztec and Peruvian Mythologies, in accordance with standard authorities. Arranged for the use of schools and academies. By C. A. WHITE. New York: W. J. Widdleton, Publisher. 1870.

A small volume especially suited to classes beginning the study of Mythology. It *grew* up in the school-room, and meets the wants therein felt. At the same time older readers by it may have their mythological knowledge much refreshed. A. Roman & Co., San Francisco, have it for sale.

A School History of England: Illustrated with Maps. By John J. Anderson, A. M., late Principal of Grammar School No. 31, New York City, Author of a Grammar School History, and a Pictorial History of the United States, and of a Manual of General History. New York: Clark & Maynard, Publishers. 1870.

Mr. Anderson has given us a very good school history of England, and one from which we believe a pupil of ordinary intelligence in our public schools could gain more knowledge of the events and scope of English history than we have known young men in college to get after months of poring over the "Student's Hume."

The Elements of Natural Philosophy: By Sidney A. Norton, A. M. Cincinnati: Wilson, Hinkle & Co.

In preparing this work the author seems to have had a very proper design in view, namely: To give a sufficiently extended exposition of the subject, without desire to be original in matter or mode of treatment. The topics selected are of a kind most likely to elucidate the subject, and their discussion is clear and simple.

The Alphabet of Orthoepy, and its Application to Monosyllables. By Judson Jones. Saint Paul: Published by the Press Printing Co. 1870.

We wish every teacher in California had a copy of this little book, and were capable of using it properly. It treats words thus: Three columns are given side by side. The first shows the *elements of sound;* the second, the *proper letters;* and the third, the *meaning,* of words. Towards the end of the volume some queer looking specimens of reading are presented, in which the words appear in the elements composing them, and not in the accustomed orthography.

Bancroft's School Diary. San Francisco: A. L. Bancroft & Co. 1870.

This Diary is designed "to enable the pupils to keep in a systematic manner their own record." It is well adapted to the purpose.

The Phrenological Journal.

Is, as ever, the best exponent of the doctrines, principles and benefits of the science that America produces. S. R. Wells, New York, publisher.

The Nation.

Continues to be the clearest, coldest, and, many think, the ablest political journal in America. One feels a mental stimulus while reading its carefully written pages.

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REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

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2. To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

GENERAL INFORMATION.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Books for reference will be supplied by the School.

Good boarding can be obtained in private families at from twenty-five to thirty-five dollars per month.

REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year.

The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June.

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First Session begins June 1st, 1870.
First Session ends October 7th, 1870.
Fall vacation, one week.
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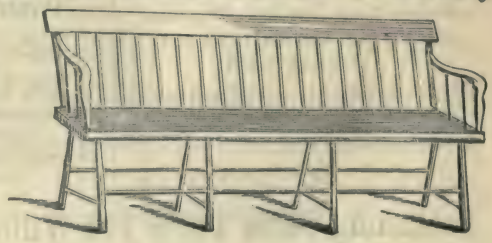

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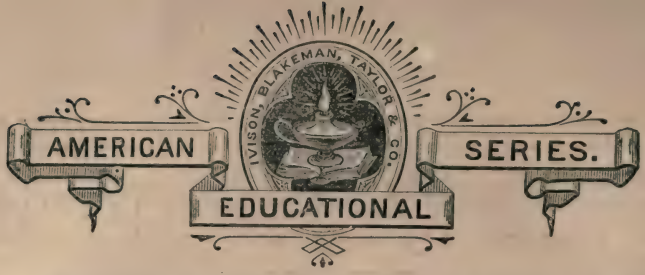

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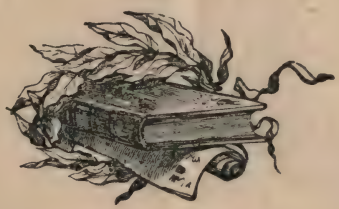

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The true object of education is the making of true men and true women—the proper development of the whole being, physical, mental and moral. This is the definition substantially given

by all the great thinkers who have thought and written on the subject. And what great thinker can be named who has not recorded some expression of profound thought concerning education? In fact, a large proportion of the great thinkers of all ages have been teachers. Let us hear the great thinkers. Says Ruskin:

"I believe that what it is most honorable to know, it is also most profitable to learn; and that the science which it is the highest power to possess, it is also the best exercise to acquire. And if this be so, the question as to what should be the material of education becomes singularly simplified. It might be matter of dispute what processes have the greatest effect in developing the intellect; but it can hardly be disputed what facts it is most advisable that a man entering into life should accurately know. I believe, in brief, that he ought to know three things: First, where he is. Secondly, where he is going. Thirdly what he had better do under those circumstances. First, where he is—that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world; and whether, for information respecting it, he had better consult the Bible, the Koran, or the Council of Trent. Thirdly, what he had best do under the circumstances—that is, to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of obtaining happiness and diffusing it. The man who knows these things, and has had his will so subdued in the learning of them that he is ready to do what he knows he ought, I should call educated; and the man who knows them not, uneducated—though he could talk all the tongues of Babel."

Says John Milton:

"I call a complete and generous education that which fits a man to perform justly, skillfully, and magnanimously, all the offices, both private and public, of peace and war."

Says Bishop Short:

"As this life is a preparation for eternity, so is education a preparation for this life; and that education alone is valuable which answers these great primary objects."

Says Thomas Braun:

"Education is the act which places a child in the condition to fulfill as nearly as possible his destiny as a mortal and immortal being. It has for its aim the development of his faculties as a man physical, intellectual, moral, social, and religious, in such proportion that through their harmonious action he will escape the punishments which await the bad, and become worthy the rewards reserved for virtue."

Says Kant:

"There is within every man a devine ideal, the type after which he was created the gems of a perfect person, and it is the office of education to favor and direct these gems."

Says Carlyle, characteristically:

"The great result of schooling is a mind with a just vision to discern, with a free force to do. The great schoolmaster is practice. The first principle of human culture, the foundation-stone of all but false imaginary culture, is that men must, before every other thing, be trained to do something. Thus, and thus only, the living Force of a new man can be awakened, enkindled and purified into victorious clearness."

Says Dr. Wayland:

"The object of education is to render the mind the fittest possible instrument for discovering, applying, or obeying the laws under which God has placed the universe."

And lastly, Horace Mann, whose name I love to pronounce, and whose words I love to quote:

"The great necessities of a race like ours, in a world like ours, are: A Body, grown from its elemental beginning, in health, compacted with strength and vital with activity in every part; impassive to heat and cold, and victorious over the vicissitudes of seasons and zones; not crippled by disease nor stricken down by early death; nor shrinking from bravest effort, but panting, like fleetest runner, less for the prize than for the joy of the race; and rejuvenant amid the frosts of age. A Mind, as strong for the immortal as the body for the mortal life; alike enlightened by the wisdom and beaconed by the errors of the past; through intelligence of the laws of nature, guiding her elemental forces, as it directs the limbs of its own body through the nerves of motion, thus making alliance with the exhaustless forces of nature for its strength, and clothing itself with its endless charms for its beauty, and, wherever it goes, carrying a sun in its hands with which to explore the realms of nature, and reveal her yet hidden truths. And then a Moral Nature, presiding like a divinity over the whole, banishing sorrow and pain, gathering in earthly joys and immortal hopes, and transfigured and rapt by the sovereign and sublime aspiration TO KNOW AND DO THE WILL OF GOD."

This is the work that we ought to be doing. Are we doing it? Are we doing it with right motives, by right methods, and with proper results? The object of this State Teachers' Institute is to arouse renewed and increased interest in the cause of popular education, and to improve in the quality of our work.

POPULAR EDUCATION A VITAL QUESTION.

To us, the question of popular education is a *vital* question, involving our liberties as a nation and our prosperity as a people. This is a truism, but it is "tremendously true." Whatever it may be to other nations, the question of popular education is a vital question to us. Despotisms may flourish amid popular

ignorance. In fact, popular ignorance is the one condition of their existence. As the people become enlightened, the government becomes free. This is the rule. If there are any apparent exceptions, they may be accouuted for by temporary conditions counterbalancing for a little time the operation of a universal law, which, in the end, will assert itself with inevitable certainty and complete supremacy. Despotic governments rest on bayonets and cannon. Free governments rest on the primer, the spelling book, the arithmetic, the geography and the grammar.

THE WAR IN EUROPE.

The war now raging in Europe may bring some startling developments before it is ended. The crowned heads have set a dangerous ball in motiou—a ball which may knock over European thrones like ten-pins. The republican spirit burns there in millions of hearts, and now that the countrymen of Lafayette have again raised the shout of republicanism, the world may echo with the reverberation! Those "thinking bayonets" of educated Prussia may begin to think that crowned heads are an expensive luxury. When popular education becomes universal, dynastic wars will come to an end. And when right education becomes universal in the earth, will not all wars cease? It would be a reproach to humanity to doubt it. War is the accompaniment of an imperfect civilization. Fighting is the brute method of settling disputes. When nations or individuals fight, they descend to the brutish level. In the good time coming, war will be an impossibility, and the history of our wars of to-day will be read as we now read of the atrocities of the dark ages, with horror or incredulity. This good time that is to come may be far in the distance, but it will come, and every earnest worker in the cause of popular education will help to hasten its coming.

LOSS TO EDUCATION FROM WAR.

One of the worst results of a protracted war, is the loss to the cause of education. During our late civil war, many thousands of youth and young men were dragged from school, and now a large proportion of those who escaped death on the bloody field must fight life's battle at great odds, without education. More terrible than desolated fields, ravaged cities or crippled commerce, is the ignorance that is visited upon a people as the penalty of war. If protracted, the war between France and Prussia will be an unspeakable calamity; the schools will be closed, the young men will be dragged to bloody deaths, and the shadow will go back a quarter of a century on the dial-plate of European civilization!

GOOD OUT OF EVIL.

But it often happens that good is evoked from apparent evil, and it may be that the thunders of the artillery around the walls of Paris may arouse the masses of Europe to break the remaining fetters that bind them in political thraldom, and from the smoke

of the battle the Genius of Liberty may rise resplendent in beauty! Let hereditary rulers and usurpers go down, but let the people rise and humanity march on to its destined gaol.

EDUCATION AND THE BALLOT.

But as we are not responsible for Europe, let us look at home. Looking at the cause of popular education from an American stand-point, it excites the deepest solicitude of the true patriot. *The suffrage is being extended more rapidly than the means of popular education.* This is an ominous fact, which challenges the consideration of every good citizen. In the late Congress, one or two voices were raised in behalf of national education, but no heed was given to them. The appointment of a Collector of Customs was looked upon as a matter of greater importance than the education of a nation. The ratio of illiterate voters has increased greatly within the last ten years, and may possibly be increased still further within ten years more. I do not mean the women when I say this. Their admission to the suffrage would not increase relatively the number of immoral and illiterate voters. I do not mean the women. I mean the Chinese, who are already here in numbers sufficiently large to become an element of political strife, and a source of deep anxiety to the patriot, philanthropist, and sociologist. This is not the place for the discussion of the Chinese question. I have matured views thereon, which, on a proper occasion, may find public expression. The simple point that I would here present is, free institutions depend upon popular intelligence, and popular intelligence depends upon popular education. In the language of good old Governor Belknap, of New Hampshire, "*Vox populi vox Dei* is a correct maxim when applied to a virtuous and enlightened people; but when applied to an ignorant and depraved people, it is false and dangerous in the extreme." The voice of the people expresses their character and degree of intelligence through their representatives. When ignorance does the voting, it is natural that the representative should go to stealing. When the elector cannot read his ballot, his choice is almost sure to fall upon some ignorant and dishonest demagogue.

THE FOREIGN ELEMENT.

The gravity of this question of popular education in relation to the ballot, is also vastly increased by the foreign immigration that annually pours in upon us. These foreigners come to us with a genuine love of liberty in their hearts, but often with crude notions of it in their heads. It is a wonderful thing that we propose to do—the assimilation of these diverse elements, and moulding them into homogeneity of opinion, character and relation. This is the work of the schools. It can be done nowhere else. It is the work of the school teacher. None else can do it. It is a great work, and there is a great body of earnest workers engaged in it. It is a great fight, and there is a grand army on

the march. God give them the victory, for the hopes of humanity are involved in the contest. You and I, fellow-teachers, belong to this great body of workers; let us work with all our might. We belong to this grand army; let us valiantly fight the good fight. The noblest men and women that live are our fellow-laborers and fellow-soldiers: let us be worthy of the relationship.

EDUCATION FROM A CALIFORNIAN STAND-POINT.

Looking at the subject of popular education from a Californian stand-point, it addresses our minds with peculiar force. To us, as school officers and school teachers, is committed the most important secular interest of California. Sitting, spear in hand, by the Golden Gate of the Future, California looks to us with hope and confidence. Ours is a sacred trust. Upon us rests a heavy responsibility. Within our reach is a grand opportunity. Shame on us if we betray this trust! Shame on us if we neglect our opportunity!

The field of our labors is most inviting and hopeful. Our State is young and growing. Our connection with other parts of the world is sufficiently close to enable us to adopt all they offer that is clearly good and suited to us without being drawn into their wrong currents, or wasting our time in quarreling over their false issues. We have the highest incentives to effort, and will surely succeed if we observe the conditions on which success depends.

WHAT ARE THE CONDITIONS OF SUCCESS?

One condition is indispensable. All the true friends of education must work together in a spirit of true liberality. We must agree to differ on many questions outside of our school work. Agreement in ideas is impossible, but all good men and women agree in spirit. Differing as we do, and must, in other matters, we can all stand together on the broad platform of popular education. We must not insist too strenuously upon the peculiar provincial notions which we have brought with us to California. The garments which make a good comfortable fit for other communities, would prove an intolerable straight-jacket for us. It is good for us that we can practice a wise and liberal eclecticism. Each must contribute something for the general good. Each must also *yield* something for the good of the whole. I am cheered by the conviction that while our people are so diverse in their opinions on all subjects, none can be found more truly liberal in their sentiments. During the nearly three years that I have held the office of Superintendent of Public Instruction, I have derived the greatest satisfaction from the exhibitions of this liberal spirit everywhere. I have at head-quarters endeavored to illustrate by my own utterances and action that enlightened liberality so admirable in itself and so necessary to our peace and prosperity as a people. I have wished to move in an

atmosphere high above prejudice, bigotry, sectarianism, or party spirit.

PARTY SPIRIT IN SCHOOL MATTERS.

In a country with institutions like ours, parties must exist; and where there are parties, there must be party spirit. This is the simple truth, and we must accept it. I have no particular admiration for those who are always deprecating party spirit, and assuming superiority over "politicians," and who are yet the first to rush forward and claim "the spoils" after a political battle has been fought and won. I esteem the honest, positive men, of all parties. I believe, also, that there is such a thing as party obligation. A man who is not true to legitimate party obligation is a dishonest man. On the other hand, the man who drags in party where it does not belong, is a fanatic or a fool. Party politics properly apply to the selection of political officers, and there is a legitimate party patronage. But party spirit has properly no place in our educational affairs. Education is a common interest. As teachers and school officers, we represent all parties, and are the servants of all. It is our duty to lift up the cause of education above party and keep it there. We can do it. Though nominations to official positions in the Department of Public Instruction come through party channels, we can rescue our schools from partizanship by taking a firm stand and consistently maintaining it against all partisanship in the management of our public schools. By this, I do not propose that you should surrender any of your rights as freemen. I do not propose that you should surrender your right to hold political opinions, and to vote according to the dictates of your independent judgment. I claim this right for myself, and would as willingly accord it to you. But what I do ask is, that the great interests of education, in which we are all equally concerned, and in support of which all may unite, shall alone be recognized in the school room. Let us do our duty to the cause and to one another, and we shall ultimately reach a point where the sacred cause of education will be above the control of ward politicians and political intrigue. Under limitations and disabilities which you all can understand and appreciate, I have labored to this end, and if I could believe that any progress had been made toward its accomplishment, I should have a life-long source of gratification.

TRIBUTE TO THE TEACHERS.

I feel myself toned up to a higher ideal, and placed under the most solemn obligation to work for the complete emancipation of our schools from the thraldom of party, by the noble example of the teachers of California, who, ignoring or rising above all partisan or other inferior and unworthy motives, have accorded to me the most cordial and efficient co-operation in my work as Superintendent of Public Instruction. With all its cares and

toils and difficulties, I am glad that I have held the office on one account, and that is, that I have made the acquaintance and discovered the worth of so many true men and excellent women. Pardon this expression. It was in my heart, and would find utterance.

GOOD SCHOOL OFFICERS NECESSARY.

It is repeating a truism to say, that the best possible school system will be a failure if its administrators are incompetent or neglectful of their duty. A drone in the Superintendent's office will strike a whole county with paralysis. A fool in the Superintendent's office will inoculate a whole corps of subordinates with stupidity. A careless or ignorant Board of Trustees can diffuse throughout a whole community a careless spirit, or retrogressive tendency.

THE MAIN-SPRING OF ALL EDUCATIONAL MACHINERY.

But the chief requisite for success in the administration of our school system, is *good teachers.* The teacher is the main-spring of all educational machinery. The advent of a real live teacher in a community works a speedy revolution. The trustees awake, the parents awake, the children awake, everbbody awakes. The average attendance of pupils will frequently be nearly or quite doubled under a good teacher. I do not blame the pupils of some teachers for truancy. Juvenile human nature cannot stand everything. The wooden-headed, stupid teacher is intolerable, and if the trustees do not rebel against him, it is well that the children do so. Did you ever visit a school taught by one of these machines? The school-room of such a teacher is a dead sea of stagnated stupidity! How I long to introduce such men to a saw-horse or a hod! And I have sometimes seen *lady teachers* who were not very successful. It is seldom that a woman equals a man in downright stupidity, but I have seen lady teachers who knew very little, and that little they could not impart. What would I do with them? Introduce them to a sewing-machine, or—a husband!

PROGRESS.

Our school system may be further developed and improved; there is also room for improvement in the administration. This should be our aim. The amendments to the school law made by the last Legislature were few in number, but will be fraught with great advantage to the State. I think every move made, save one, was a step forward.

A GREAT STEP FORWARD.

Perhaps the most important amendment was that relating to school revenue. By this amendment rate bills are abolished, and an eight months' school is provided for in all districts having more than twenty-five school children and over seventy-five thousand dollars' worth of taxable property. With one more

effort we may reach the full maximum of a ten months' school in every district in the State! This will be a grand result, and I trust my successor will have the satisfaction of seeing its consummation.

THE STATE NORMAL SCHOOL.

The Act providing for the permanent location of the State Normal School and the erection of suitable buildings, is another step forward. Work upon the building has already commenced, and within a year from this date one of the handsomest school buildings on the continent will stand on Washington Square, San José, as a monument of the wisdom and public spirit of our people. I do not hesitate to pronounce the plan adopted a remarkable achievement of architectural skill, judgment and taste. I am ambitious that California shall have the best Normal School in the country. My hope is, not that we may graduate a large number of teachers, but that those we send forth shall be of the first quality.

UNIFORMITY OF TEXT-BOOKS.

The amendment to the school law, requiring *uniformity of text-books*, is another step forward. By the amended law a uniform series of text-books is provided for the whole State, so that a child may now go from any school district in the State to any other and take his school books with him and use them. The advantages that will result from the change are so obvious that it would insult your intelligence to waste words on the subject. Not only will the number and cost of text-books be diminished, but much precious time will be saved.

As text-books are henceforward to be uniform, it is especially important that the best should be adopted. With this view, a few changes have been made—in every case, I trust, for the better. Before making any changes, the views of teachers were consulted by me, and I was greatly aided in reaching my conclusions by their intelligent, unbiased opinions. The action taken, I have reason to believe, is in accordance with their views. Without distinction of party, they have voluntarily given me the most cordial assurances of their confidence and approval. This approval is dear to me, and assures me that while I cannot hope that I have not made mistakes, I have not been unfaithful to the great trust committed to me.

EQUALIZATION OF SALARIES—SIMPLE JUSTICE.

The Act of the last Legislature, equalizing the salaries of teachers without regard to sex, is another forward step. It is but simple justice that for the same work in quality and quantity a woman should receive the same pay as a man. This proposition involves no question of "woman's rights" in the political aspects of that subject. Neither does it involve the question of the intellectual inferiority of the one sex to the other. I repeat, it is only a question of simple justice. I shall not enter into any dis-

cussion of the question whether women as a general rule, are as competent as men for the higher, more laborious and responsible positions in the profession of teaching. But I say that when God has given a woman the ability to do the highest work, and in equal measure, she ought to be as free as man to do it and to be as well paid for it. These are my earnest convictions, and I doubt not they are shared by every man in this audience. If there is an exception, I cannot discover him; there is no microscope with sufficient power to magnify him into visibility.

Though it was apparent to my mind that the Act referred to could not be at once made practically operative, I favored its passage for the moral advantage of the recognition by our law-making power of the great principle involved. Let justice be done in this matter, though there should be a howl from every manikin in trousers from Fort Jones to San Diego!

THE COSMOPOLITAN SCHOOLS.

The Cosmopolitan schools of San Francisco are a peculiar and progressive feature of our public schools. I do not know who is entitled to the credit of originating these schools. I claim none of it for myself. On my accession to office I found them in efficient operation, and I have had only to mark their development and rejoice in their prosperity. It is an extraordinary fact, that by means of these schools little children in the primary grades acquire a knowledge of the leading modern languages without being retarded in their English course. Formerly it required a fortune to send a boy to Europe to acquire French or German. All that is now necessary in San Francisco is, that you should wash his face, comb his hair, give him his breakfast and send him to Post or Filbert street to Professor Bolander or Miss Kennedy. Such a fact as this may be alarming to the aristocracy of mere money, but it is very gratifying to all friends of popular education. I am not informed whether or not Cosmopolitan schools have been successfully introduced in our Eastern cities. It would not lessen my State pride as a Californian to know that in this, as in some other particulars, we are a step in advance of our countrymen on the Atlantic side.

THE EVENING SCHOOLS.

The establishment of the Evening Schools in our cities is another instance of gratifying progress in a particular direction. I have previously taken occasion to express my profound interest in these schools. A visit to them not long since impressed me with a still stronger conviction of their utility, and aroused a sympathy in behalf of their pupils to which it would be difficult to give adequate expression. The corps of teachers in these evening schools comprises some of the ablest men in the profession, with my predecessor at their head. These able educators could not more honorably exercise their talents than in teaching these schools; and nowhere does the genius of our system exhibit

itself more attractively than in these schools for poor boys and toiling men.

THE FREE UNIVERSITY OF CALIFORNIA.

Another forward step is the inauguration of the University of California on a basis that challenges the approval of all liberal-minded persons, and promises the most gratifying success. There are two things in connection with our State University that gives me particular pleasure. One is, that it is *free* to every boy in the State who is prepared for admission. It is a University for *the people*, not a school only for rich men's sons. This feature of our University has elicited much favorable comment abroad, and our example is already adduced to excite older communities to adopt a similar policy. It is something to be proud of, that we are leading in new and right paths, and that older communities are following. The other thing that pleases me is the manner in which the University is endowed. The endowment of the University, as you are aware, is from the proceeds of the tide lands. This arrangement obviates the necessity of imposing a single cent of additional taxation upon our already tax-ridden people. This surely is a great thing—a free University munificently endowed without additional taxation. And there is a double advantage in this arrangement. The tide lands are forever put out of the reach of lobby-members, corrupt politicians and plunderers. The biennial scramble for them at Sacramento will cease. They will no longer furnish a corruption fund for venal legislation.

A GENERAL FORWARD MOVEMENT.

There is a general forward movement all along the line, with here and there a case of constitutional and incorrigible non-progressiveness. There is a lonesome time in store for these ante-diluvians. The world moves forward while they remain stationary. Soon they will find themselves left far behind, and will only be heard as one lonesome frog croaks a response to another on a cool night in the early Fall. Let them croak, but let the grand column move on, guided by the providence of God as a pillar of cloud by day and of fire by night, until Humanity shall have passed the Wilderness of Ignorance and Error and reached the Promised Land of Universal Enlightenment, Liberty and Happiness!

Monetary Unit.—Spain has accepted the French franc as the monetary unit, and it is now used by France, Belgium, Italy, Rome, Switzerland and Spain, containing a population of 100,000,000; while Russia and Austria are ready to follow, and Great Britain through her Chancellor of the Exchequer, proposes to asssimilate her pound sterling to twenty-five French francs, from which it differs very slightly. If, now, the United States should reduce the amount of silver in their dollar a very little, so as to conform it to the French five-franc piece, we might practically have a uniform currency for Christendom.

BARBARITY IN OHIO.

A WRITER to the Ohio *National Normal* quotes sundry paragraphs from an article on "School Discipline," which appeared in the *Cincinnati Commercial* last February. The writer, who signs himself "Teacher," gravely says that he thinks these paragraphs were written by one who meant to write what is false. He actually gets indignant over them, and calls the writer hard names. The editor of the journal, with evidently just as much seriousness as the correspondent, says: "We read the article referred to by 'Teacher,' when it appeared in the *Cincinnati Commercial*, and are inclined to side with him in most of his opinions." And in half a page of really serious comments, says, among other like things: "*So far as the truthfulness or falsity of the statements made in the article is concerned, we are of course unable to decide.*" "*They do appear rather highly colored.*" "But, if all were known, it is likely that in this matter, as in all others, truth would be much stranger than fiction."

Now, read the quoted paragraphs which are thus seriously, indignantly and moderately commented upon, and say if, in this State, or any State other than Ohio, the article would not be considered a good joke, of the broadest kind.

"The master was employed by his patrons with a special eye to his accomplishments as a floggist. He was, at one time, operator of a flourishing whipping post in New Jersey, and, at another, professor of correction on a slave plantation in the South. He also served with distinction, during the war, as a breaker-in of unruly animals in a Government mule camp, and finally, graduated with honor in a Texas institution for imparting to wild cattle a knowledge of civil government.

"In lieu of the practice, once quite common, of reading extracts from the Gospel and reciting a prayer, this eminent educator opens his school each morning by calling his pupils up, one by one, and invigorating their youthful minds and bodies with a wholesome whaling. Thus refreshed, they are permitted to perform such mental duties of the day as may be assigned to them, and are dismissed in the evening with a benediction in the shape of a dusting all around.

"A visit to the school assured me that the master was held in such awe and respect as his station would inspire, and also convinced me that a republican form of government, though the fairest the sun ever shone upon, stands no shakes for stability with a well regulated despotism, when applied to school matters. The children bore marks of the excellence of the system, in the way of sundry cuts, contusions and disabled limbs. Scattered about the floor were numerous locks of beautiful hair, of various colors and shades, which had been extracted in the work of reconstruction; while on the floor, wall, and even ceiling, were stains of blood shed by the young martyrs in the glorious cause

of education. There were scattered around numerous teeth, several fragments of ears, and an eyeball or two, which had been sacrificed for truth.

"During my short visit, a boy on a back seat, guilty of idling, caught the quick eye of his preceptor. He was immediately bucked and gagged, and seated upon the hot stove to fry, with the admonition to learn his geography in fifteen minutes or be severely punished. This direct appeal to the youth's seat of honor, caused him to regret much his disgraceful conduct, and the mild punishment evidently made a lasting impression. The boy perhaps lost some in corporal adipose matter, but the sacrifice was in all probability conducive to the improvement of his moral nature.

"Another adolescent, of defective early training, boldly sneezed out in school without first asking permission. This was a grave offense, demanding prompt treatment; so the master immediately launched an inkstand at the culprit's head, knocking out his left eye. The ink was spilled, but as writing fluid is furnished to the school out of a public fund, the loss was not of particular moment.

"A bevy of little girls in a corner became quite noisy by shuffling their feet, and whispering while engaged in study. These were at once quieted by the teacher whirling into their midst a small stick of stovewood. One little girl was hit, but was not hurt beyond the breaking of one of her legs. After permitting the infant to suffer the pain for about half an hour, as sufficient punishment for her offense, the master kindly took her upon his lap, soothing her, and tenderly bound up the shattered member. Here was a touching combination of corporal punishment and moral suasion, which proves quite effective with refractory children of certain peculiar dispositions.

"The teacher possesses some slight surgical skill and a box of instruments, both of which, he informed me, were frequently called into practice in the dressing of wounds, adjustment of dislocated jaws, limbs, &c. Occasionally a scholar expires under correction, or afterwards dies from the effects of the remedies, but the school is ample, and it can be spared; besides the sacrifice acts as a wholesome warning to those who are left.

"The instructor told me that the children do not mind much his rigid mode of discipline; they seem to flourish under it, and even cry after a flogging. Calling up a red-headed boy, the teacher raised him from the floor by the hair, and as he held him thus, the suspended youth recited the multiplication table in a very creditable manner. Another boy repeated "The Battle Cry of Freedom" beautifully, while vigorous time was beaten on his rear with an ebony ruler. A thorough beating in the morning, hanging by the neck to the ceiling, or a judicious bucking and gagging, the teacher said, he considered a most excellent appetizer for young people, both as regards their luck and their books."

It must be true that both "A Teacher" and the "Editor" understand the moral condition of the schools of their own State. If one them can say that he is unable to decide as to the truth or falsity of the statements made, and the other considers these statements worthy of serious denial, what villainous barbarities must they both be accustomed to in their public schools! Although the Ohio editor cannot decide as to the truth or falsity of the statements made, anybody in California will decide that not only is there not a single word of truth in the whole article, but that the writer is innocent of any intention to cast the slightest slur upon any school or teacher, much less upon the school system, or the body of teachers. His sole aim was to amuse by an intensely funny article, and I think he did well, and wish "A Teacher" had quoted more. If the condition of the public schools of Ohio is such that any sensitive teacher or editor considers statements like the above worthy of serious denial, then it is high time to recruit the teaching force of that State from some more civilized section of our country—say Arizona or Alaska.

BERNHARD MARKS.

PRACTICAL HINTS ON THE ART OF TEACHING.

BY DR. E. J. SCHELLHOUS.

THE art of teaching must be based upon a recognition of the laws of mental action. All the processes of Nature are carried on by uniform and well established laws. Education being a natural process, we must seek for the methods instituted by Nature, and conform to them.

Ideas are impressions made upon the mind through the medium of the senses. The development of ideas, and their infinite combinations, constitute the intellectual department of education. It is curious to observe the vast amount of ideas acquired by a person of ordinary experience and education. Were you carefully to note the number of ideas contained in a single word, my meaning would be understood. Take for example the word "time," ideas of change, growth, maturity, decay, oblivion, etc., yet the word in itself signifies nothing—it is a negation. I once read of a Greek author, who wrote a book, having for his subject a single word, and that word consisting of but one letter! It would be a hopeless task to collect and express all the ideas of a person of ordinary education. Yet this vast amount of ideas has to be acquired by a slow and laborious process. "Live and learn" is an aphorism of constant and universal application. The method of acquiring ideas is not by transfer but by a process of mental elaboration, and once well established by this process, will repose in the mind in an unconscious state until reproduced by the law of association. In infancy ideas are ac-

quired by actual experiment. It would be vain to tell a child that fire will burn until the idea of burning has been acquired by experience. And so it reaches out for some attractive object, regardless of distance, until taught by experience. It is only by a long series of repetitions that ideas become firmly fixed in the mind. Thus we observe the mode of forming ideas—by means of the material senses—by which we stand related to the external world. In the development of ideas we must proceed from the known to the unknown.

All ideas of sensation, as temperature, density, weight, extension, resistance, motion, etc., must come through the sense of touch; ideas of light, form, size, color, number, quantity, distance, motion, (it will be observed that the idea of motion comes through touch and sight) come through the sense of sight; ideas of sounds and their infinite modulations of tone, inflection, force, harmony, expression, etc., come through hearing; ideas of the infinite varieties of taste come through the gustatory sense; and of all odors through the sense of smell—these five avenues leading to all conceivable intellectual operations—the exescise of the functions of physical sense is the first law for the development of ideas. This development is slow and gradual, time being an essential element therein, and the mind may be said thus to acquire stature in the same sense as the body does.

When ideas are developed and firmly fixed in the mind, their action becomes automatic, and can readily be reproduced by the *law of association.* A musician sits down to the piano, and with the mind intent only on the result, strikes the full and harmonious chords of the scale—a skill which has cost, perhaps, many months of study and practice. A piece of music, which he sees for the first time, is placed before him. It contains an accompaniment—a part for each hand—the melody for the voice, and the words of the song, all simultaneously to be performed. To enumerate all the mental processes—to say nothing of the physical, which comes under the same law of automatic action—would be a hopeless task: the reading the notes for each hand, the melody for the voice, and the words of the song, neither of which can be learned but by long and persistent training. *And yet all this is automatic*, and the performer may even be thinking of something else during the performance! It is this ease and perfection of automatic action that render life at all supportable. Our very existence would be but a painful and ineffectual struggle were it not for the power of acquiring automatic action in the physical and intellectual departments of our nature.

We are now prepared to consider the next important law of intellectual education—that of *association of ideas.* Of the vast accumulation of ideas slumbering in the minds of a well educated person only a few are in his consciousness at the same time. By the law of association a train of ideas is awakened, perhaps by the fragment of a melody, a picture, a name, and a

flood of long-forgotten reminiscences will loom up into consciousness like a panorama. The consideration of this law in education is important as touching the nature of ideas to be acquired. It is by the law of association that ideas are made available; if permitted to remain in repose, they become in time lost to consciousness. In this way a large proportion of ideas acquired in our present school curriculum is lost, because there is nothing in practical life to connect them by association. The perplexing subtleties of grammar as now taught, the abstractions of mathematical science, the details of descriptive geography, and the vast accumulation of historical particulars, and many other ideas—these find no response in the practical labors and duties of life, while the development of ideas that would be called into daily requisition are in a great measure neglected. By a careful examination of the great mass of ideas in practical requisition we may indicate the curriculum of a right education. What are the true objects of life—how accomplished—what the necessary preparation—what the requisite means; these are inquiries forming the basis of all true educational plans. The means of obtaining a livelihood, self-protection and preservation as regards life and health, the regulation of social intercourse, and establishment of domestic relations, the maintenance and enjoyment of political interests, the free exercise of the moral and religious faculties, and the appropriate means for amusement and repose—constitute the principal duties and offices of life, and ideas adapted to the accomplishment of these objects should command the first attention of the educator. Thus, the resources of food, raiment and shelter, and the various modes of developing them; a knowledge and practical application of the laws of hygiene in preserving life and health; an acquaintance with the elements of the social fabric; proper ideas of filial, conjugal and parental relations; a knowledge of political economy, including clear and well defined ideas of constitutional and statutory law; careful discipline in a well established system of practical ethics, and the right kind and degree of amusement—these should form the curriculum of universal education. *Teach in school what should be practiced in adult life.*

Of all kinds of knowledge that of language occupies the most important and conspicuous place. It is the means by which most other kinds of knowledge is acquired. All nations have resorted to artificial means of expressing ideas through the agency of vocal sounds and written characters. I say *artificial*, because there is a *natural* language that requires no learning. Let me illustrate: The ideas expressed here are reproduced by the law of association. The reader by a long series of repetitions has accustomed certain forms, called words, to stand for certain ideas. When presented to the eye the ideas they represent are awakened by association. There is no intelligence in the paper nor ink. The ideas of the reader, previously formed,

have been called into consciousness by associating them with the ideal signs. Thus the signs may awaken the ideas as in this instance, or the ideas may awaken the signs as in writing or speaking. They are linked together and either will awaken the other.

The faculty of reproducing or awakening ideas of past events without external aids, is called *memory*. To show that memory is only exercise of the law of association, try to speak the third word of a couplet with which you are familiar without going back to the first word, or try to repeat it backward. This identity of memory with association was finely illustrated by Prof. Bunnell in exhibiting one of his pupils before the State Teachers' Institute in 1862.

The ability to voluntarily awaken into consciousness a train of ideas and weave them into infinite combinations is called *imagination*. The architect, the inventor, the poet, the artist, the mechanic, in fact every vocation and employment in life require the aid of imagination. Indeed, nothing can be accomplished without the idea of the plan or means being distinctly in the operator's mind. The development of this power comes under the law of exercise and is an indispensable feature in education.

Ideas may be viewed in a two-fold aspect—first as to their development and automatic action, and second, as to their combination, giving variety of thought and depth of mental power. Ideas, like the permutation of quantities, or the ever varying melody of sounds, are susceptible of infinite varieties of combinations embracing the vast fields of literature, science, art, philosophy, religion—constituting all human knowledge and experience.

The foregoing exposition may furnish some hints touching the importance and dignity of the profession of teaching, inspire confidence from the fact that the art is founded on natural laws, and offer some aid to the young teacher.

The development of ideas depends upon the frequency and efficiency of the repetitions. Therefore the greater the amount of mental labor, consistent with vigor of body and mind, the more rapid the advancement. In order to aid in the accomplishment of this object, the following suggestions are offered:

1.—Make the schoolroom exercises pleasant; conduct them with animation and cheerfulness.

2.—Take great interest in them, and treat everything connected with the school with dignified importance.

3.—For young scholars, the class exercises should not be kept up longer than interest is maintained.

4.—Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well regulated school.

5.—Great care should be given to assigning lessons; if too long, they discourage the learner, if too short, they encourage idleness.

6.—Emulation is a valuable aid if judiciously employed and may be used in a great variety of ways.

7.—Patient, persistent effort will accomplish your object, remembering always that education is a process of growth and time is an essential element in it.

8.—Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.

9.—Frequent threats of punishment and habits of fault finding are seldom attended with good results.

MUCH ABUSED GRAMMAR.

It is well that thou art dumb. Many are the tongues that would wish that they had been forever silent had you the power but for one short hour to retaliate the innumerable calumnies and foul slanders that have been heaped upon your venerable head. How many pens would gather around your standard, ready to avenge the wrongs perpetrated by their tyrannical masters! How many gross errors and unpardonable faults of language might they not lay at the feet of those conceited and would-be-champions of language—your and their oppressors! But when shall this warfare end? When shall beings endowed with reason speak as rational creatures? When shall man, the noblest design of God's creation, cease his silly prattling and unreasonable fault finding? When he has learned the three arts—Reading, Hearing and Speaking—that are as necessary, and as inseparable to the proper understanding of language as the three leaves are to the clover which adorns our fields. Why are authors of English Grammars traduced before all our teachers' institutes and there condemned by some learned essayist without even a word of praise for the little good they have done? How does it happen, notwithstanding this persistent grumbling, that periodically a certain class of teachers unite in proclaiming a certain grammar the best work published upon the subject, and again periodically condemning it? I do not exaggerate when I say that a book is scarcely half perused 'ere it is condemned. I believe in the past ten or twelve years as many different grammars have been introduced into our schools and each one in turn has been acknowledged as the Grammar of Grammars, or in other words, perfection.

Was not Wells' Grammar at one time declared to be the grammar par excellence? What became of it? Ask the inconsistent and fickle-minded. Was not Quackenbos hailed with delight? Was not Green's received with acclamations? Did not Weild and Bullion receive perfect ovations? Was not Brown banished from the sacred precincts of the class-room and doomed to exile —until Reason, enthroned once more, has restored him to the

position he formerly occupied with all its rights and privileges? Scarcely have twelve months speeded on the wings of time and we hear a re-condemnation from the very tongues that were the loudest in its reclamation; and so it will continue as long as fancy governs reason. Of the four hundred and fifty English Grammars published since 1770 is there not one to be found among this number sufficiently clear and logical to satisfy the most fastidious student of the art? If mental exertion is to be converted into mechanical action, I answer no. If text-books upon this subject are designed to substitute the place of teachers, I again answer no. But if the prime object of a text-book upon this art, be to aid the teacher and guide the student, I answer, unhesitatingly, yes. I fully understand that language, like the other arts and sciences, is progressive in its character and must needs be altered and revised to keep pace with the times; but must all be condemned when only in part wrong? Is the teacher not supposed to be master of the art—and can he not substitute what has been omitted and correct that which is apparently wrong, instead of wishing to introduce another which will (as past experience has proved) meet with the same fate as those that preceded it. I do not wish to be considered as antagonistic to progress in the arts and sciences; on the contrary I am always on the *qui vive* for new publications and hail them with delight. I am, however, most assuredly opposed to the wholesale condemnation of persons and things unless proper reasons are assigned. Taste and fancy should always stand aside, when reason is the umpire, for a mere conjecture is no argument, nor is an opinion a conclusion. Our grammars of the present are certainly as good as those of by-gone days, but our grammarians, I must confess, are not as well versed in the art as our sires were. To what cause or source, therefore, must we attribute this abnormal condition? To the fact that we are ever ready to draw invidious distinctions between this author and that one; to the fact that we are too indolent to investigate impartially the real merits of this one or that one; to the fact that we are too prone to throw aside old usages for new ones; to the fact that we have never properly studied in the past and wish to make up the deficiency in the future by adopting some new *nostrum* that will spare us the trouble of reading or thinking. Have we ever heard of Webster, Clay, Calhoun, Everett, Washington Irving and a host of others of the world's literati whom I might mention, complain of the authors they had to study, as being worthless? Certainly not. If their text books were not as perfect as they might have been, they undoubtedly must have supplied the deficiency by patient and persistent study, as their writings and speeches will bear testimony. As teachers, let us imitate their example instead of wishing to add to the already too numerous list, for as long as the present mode of writing and publishing exists so long will our country be encumbered with worthless school-

books. You naturally ask how the evil is to be remedied? I will answer: We need a National Bureau of Education to regulate our systems, and a National Academy of scientific men to investigate and approve or condemn all works of art and science 'ere they are cast wide-spread throughout the length and breadth of the land. Finally, we need a national series of text books for our public schools that may be revised and corrected to suit the progress of the age. All honor to our worthy State Superintendent who has taken the initiative in this bold step towards uniformity and domestic economy and may he continue in this great work until the entire series is uniform. Then will the people of California have reason to remember the name of O. P. Fitzgerald, for the books used in one county may be used in all others. Then will our children be spared the loss of time and the mortification of unlearning what they have learned.

W.

STATE NORMAL SCHOOL.

During the late session of the State Teachers' Institute, in this city, by appointment of the State Superintendent, I delivered a brief address upon the subject of "Normal Schools." At the conclusion of my remarks, Superintendent Fitzgerald, several County Superintendents, and others, made complimentary allusions to our own Normal School, and the success of its graduates. The discussion (on account of other exercises) was closed by Mr. Noah F. Flood, Principal of the Broadway Grammar School, who said (I quote from the *Alta*):

"He would not hesitate to say in public, that which he had *often* expressed in private. They had often heard a great deal about the State Normal School and its graduates, but that much-vaunted Institution was not producing the results expected of it. He was one of the City Board of Examination who had *recently examined* quite a number of teachers, and he, and the whole five members of the Board, were *decidedly* of the opinion that the students of the Girls' High School were superior to those from the Normal School."

As no allusion, whatever, had been made by preceding speakers to the High School, and as no opportunity was given for one word of explanation, I consider it an act of justice to the hundreds of pupils who have been connected with the Normal School, to present the statement that follows. The charge having been made in the presence of representatives from all parts of the State, the refutation is given in the California Teacher, which is read by all teachers in California.

As Mr. Flood refers to a special examination, the only one in which the pupils of the two schools were ever brought into competition, and as the results of that examination are given in Official Reports, now in the office of the Board of Education, it

is easy to make a comparison. I have rejected the names of graduates of former years, and make the comparison between Normal School graduates of last March, and High School graduates of last May.

More than one hundred Normal pupils are now successful teachers in this city. Four are Principals of Grammar Schools. The others have subordinate positions in *thirty-three* schools. Of these teachers, the Principals speak in terms of the highest praise. By our works we are willing to be judged.

CITY COMPETITIVE EXAMINATION.

Report of Messrs. DENMAN, BURNETT, HUMPHREY *and* WHITE.

CLASS A—85-100 PER CENT.

2 Normal School Graduates.....Av. 88 per cent.
1 High School Graduate..... " 86 "

CLASS B—80-85 PER CENT.

1 Normal School Graduate.....Av. 82½ per cent.
2 High School Graduates..... " 81 "

CLASS C—75-80 PER CENT.

7 Normal School Graduates.....Av. 77 9-14 per ct.
6 High School " ..... " 77 "

CLASS D—70-75 PER CENT.

1 Normal School Graduate.....Av. 73 per cent.
4 High School Graduates..... " 72¼ "

CLASS E—UNDER 70 PER CENT.

1 Normal School Graduate.....Av. 67 "
3 High School Graduates..... " 66 "

AGGREGATE.

12 Normal School Graduates.....Av. 78½ per cent.
16 High School " ..... " 74 13-16 "
12 Normal " " in written examination.... " 86 7-12 "
16 High " " " " .... " 84 5-16 "
12 Normal " " oral..... " 81½ "
16 High " " " ..... " 77 10-16 "

INDIVIDUAL COMPARISONS.

Normal School general average.....	Highest,	90½.	Lowest,	67	per cent.
High " " "	"	86.	"	64½	"
Normal " written examination.....	"	96.	"	70	"
High " " "	"	97.	"	65	"
Normal " oral "	"	94.	"	68	"
High " " "	"	88.	"	56	"

NOTE.—Of the 16 best scholars in the Normal School graduating class, but 2 were present at this examination. Of the 16 best scholars in the High School graduating class, 11 were present at this examination.

Report of NOAH F. FLOOD.

As Mr. Flood includes those under 18 years of age, he classifies 13 Normal School graduates, and 24 High School graduates. He gives no credits for the recommendations presented by the applicants, but "judging alone from their scholastic attainments, and their ability to impart information to children," makes the following classification, viz:

CLASS A.

7. Normal School Graduates.....54 per cent. of the class
12. High School " .....21 " " "

CLASS B.

4. Normal School Graduates.....31 per cent. of the class
5. High School " .....21 " " "

CLASS D.

2 Normal School Graduates.....15 per cent. of the class
7 High School " .....29 " " "

With the preceding tables before them, let the readers of the TEACHER form their own conclusions. I have not one word to say against the High School. That noble Institution, the pride of this city, stands upon its own merits. Its teachers would never seek to add to its well-earned reputation, by detracting from the reputation of other schools.

W. T. LUCKY,
Principal California State Normal School.

REPORT OF PUPLIC SCHOOLS.

ROLL OF HONOR.

SPRINGFIELD DISTRICT PUBLIC SCHOOL—*Monterey County*—Geo. J. Brown, Teacher. For the Term of three months, beginning May 16th, and ending August 10th, 1870:

Lottie Smith, Sarah Roadhouse, Sarah Smith, Mary McNamee, Emma Smith, Joseph Uren, James Gibson, Willie Johnson, Edward McNamee, Willie Martin, Permelia Chapin, Tillie Lansdell, Mary Trimble, Nicholas Uren, John Jameson.

LIME KILN DISTRICT PUBLIC SCHOOL—*Nevada County*—James A. Ford, Teacher. For the Term ending September 30th, 1870:

John Snell, Mary Bickford, George W. Gifford, Mary Snell, Belle Crain, Fannie Snell, Kitty Reece, Thomas Sifford.

SYLVAN DISTRICT PUBLIC SCHOOL—*Sacramento County*—Sam. J. Pullen, Teacher. For the month ending September 30th, 1870:

Nettie Cross, Jane A. Johnson, Jane Daly, Rose Pitcher, Alice Cross, Johanna Van Maren, Frances Gephart, Minnie Wheadon, John Coyle, William Cavitt, William Darling, Nicholas Van Maren.

MILL CREEK DISTRICT PUBLIC SCHOOL—*Siskiyou County.* E. R. Nicoles, Teacher. For the three months ending September 30th:

Misses Joa King, Jennie Ford, Nancy D. Newlin.

I DESIRE to call the attention of the *working* teachers of California to *The National Normal*, an educational journal of extraordinary merit. They will thank me for acquainting them with its existence. Published by R. H. Holbrook, No. 176 Elm street, Cincinnati, Ohio. Price $1,50 in currency.

BERNHARD MARKS.

EDITORS' DEPARTMENT.

LAYING THE CORNER STONE.

On Thursday the 20th instant the CORNER STONE of the New Normal School Building was laid in the City of San José. The railroad authorities placed three first-class passenger cars at the disposal of a party of

EXCURSIONISTS,

Consisting of faculty and pupils of the State Normal School, State Superintendent, and several gentlemen connected with the cause of education. An invigorating ride of two-and-a-half hours brought the party to its destination.

THE RECEPTION

Awaiting them was cordial, pleasing and *warm*—in the last respect, very, for Apollo's arrows seemed to be shot with unusual force, in unusual abundance, and to the complete demoralization of the fog-protected San Franciscans. Mr. H. O. Weller, the gentlemanly and thoughtful *Magister Ceremoniarum*, had arranged omnibuses, coaches and carriages to take the excursionists to the grounds of the new building and to see the city. An hour or two was spent in this pleasant exercise and in dispatching a substantial and tempting

LUNCH

Gotten up, though on short notice, in the most satisfactory manner, under the skillful management of Mr. Staples, the popular proprietor of the "Auzerais." In the meantime arrangements were rapidly going on for

THE "WORK"

Of the day, laying the corner stone of the new building. The ceremonies were conducted by Grand Master L. E. Pratt, assisted by other officers of the Grand Lodge of Masons for the State and by the subordinate Lodge of San José. Exercises began with prayer by Dr. W. T. Lucky. Music by the band in attendance. After invitation from Superintendent Fitzgerald to lay the corner stone, Grand Master Pratt delivered the following

ADDRESS:

The custom of laying the foundation stones of public edifices with Masonic ceremonies, is as ancient as Freemasonry itself.

We have laid the corner stone of your State Capitol, your Mint, and other Government buildings, and it was fit and proper we should do so; for Masonry teaches with peculiar emphasis the great lessons of fidelity and devotion to government, the maintenance and support of the peace and good order of society; the

rigid observance of the laws of the land in which we live, by whomsoever those laws may be administered.

We have laid the corner stones of your public asylums and hospitals, those homes of the aged, the indigent, and the infirm, which the humanity of modern civilization has bid you establish and maintain; and it was fit and proper we should do so, for it is the very essence of Masonry to teach, with all fervency, and sincerity, Charity, Benevolence, and Brotherly Love.

On this spot shall stand an edifice devoted to the best and most important interests of this young and vigorous commonwealth. Within its walls shall be trained and cultured the hearts, the minds, and the consciences of those who, in turn, shall educate and develop the minds, the hearts, and the consciences of all within our fair domain. Here shall be cultured the youth of both sexes, who shall rise up to fill our places, and constitute the State, when we, who are here to-day, shall have performed our allotted trusts and been gathered to our fathers. The integrity and well-being, the prosperity, the virtue, the intelligence, and the fair fame of the community and State, shall be measured and promoted by such institutions as we are called to-day to inaugurate. And as Masonry claims to be the great source of light, teaching her sons to be lovers of the arts and sciences, and delighting in virtue, intelligence, and morality, so is it peculiarly fit and appropriate that we lay the foundation stone of this edifice, with all our imposing forms and ceremonies.

I esteem myself fortunate in being to-day the recognized and official head of our Fraternity in this State; and in the name of our Grand Lodge, and on behalf of Masons, whithersoever dispersed, with pride and pleasure I accept your invitation.

THE TIN CASKET

Was then placed in the niche prepared for it. The contents were as follows:

Biennial Report of the Superintendent of Public Instruction for 1868-69; California School Laws; California Teacher; First, Second and Third Grade Certificates of Scholarship; State Educational Diploma; Life Diploma; Normal School Diploma; Constitution of Grand Lodge F. & A. M.; Proceedings of California Grand Lodge of A. L., 5869; Rules and Regulations of Odd Fellows' Library Association; Proceedings of Grand Lodge I. O. O. F., 1868; Holy Bible; San José Daily Patriot, October 19, 1870; San José Independent, October 20, 1870; San José Weekly Mercury, October 20, 1870; San Diego Union, September 29, 1870; San Diego Weekly Bulletin, October 1, 1870; San Francisco Evening Bulletin, October 19, 1870; Alta California, October 20, 1870; Santa Clara Argus, October 15, 1870; San Francisco New Age, October 1, 8 and 15, 1870; American half-dollar, 1870, inscribed, "P. W. Reardon, Superintendent California State Normal School;" American Silver dollar, 1870, inscribed, "Corner stone laid October 20, 1870, by officers of the Order of F.

& A. M., Theodore Lenzen, architect and principal overseer; F. Erle, assistant draughtsman;" photograph of front elevation of State Normal School building; proceedings (in Spanish) of laying the corner stone of the Catholic Church, in 1803; copy of history of founding of first school in San José, October 26, 1811, (in Spanish); copy of city charter of San José, and re-incorporation, 1866; Act of Incorporation and By-laws of San José Fire Department; Constitution and By-laws of Hook and Ladder Co. No. 1, organized 1851; do. of Torrent Engine Co., organized 1856; do. of Fire Department Charitable Association, 1865; S. F. Abend Post, October 19, 1870.

The following contributions were made by Mr. Joseph Newman, viz: Yellow, white, and green cocoons; skein of raw silk; red, white and blue tram and organzie; red, white, blue and yellow sewing silk; yellow silk embroidered; red, white and blue silk fabric, of the same material as that in the Newman National flag, presented to Congress. These articles are all of California productions.

NEW BUILDING.

The dimensions of so much of the Normal School building as the present design has been drawn for, are 172 feet front by 160 feet in depth, three stories high, of frame, with a brick basement laid in concrete. Height of main front to top of cornice, 78 feet; height of wings to top of roof, 63 feet; height of tower, 152½ feet.

ADDRESS OF STATE SUPERINTENDENT FITZGERALD.

At the conclusion of the Masonic ceremonies, Grand Master Pratt called upon Rev. O. P. Fitzgerald, State Superintendent of Public Instruction, who, mounting a section of the incompleted brick foundation of the building, said, in a distinct and fervid tone:

It was a joyful day for the Hebrew people when the moving tabernacle was superseded by the magnificent temple at Jerusalem. The moving tabernacle served its temporary purposes during the journey through the wilderness, but the permanent expressed the culmination of the national wealth, prosperity and glory. So this day may well celebrate the exodus of California from the transient condition of a new State, the change from its preparatory history to well-organized society and established institutions, commercial, agricultural, literary and religious. The corner stone which we lay to-day with the appropriate and impressive ceremonies of the "brethren of the mystic tie" is fitly celebrated by the parade of the military, the presence of the representatives of organized benevolence, the invocation of the blessings of God, the glad shouts of children, and the smiles of beauty. The laying of this corner stone is at once the register of our present attainment and the prophecy of our future progress. We have met to lay the corner stone of the California

State Normal School building in its permanent location on this magnificent square, in this beautiful valley, amid this hospitable and generous people—and it is a memorable and joyful day.

The occasion reminds us, fellow-citizens, that we are passing from the old to the new; that we have closed one era in the life of our State, and are entering upon another. The day of reckless speculation, wild ventures and transient expeditions is gone. Farewell, California of the past!—Farewell ox trains across the plains, canvas tents, board shanties, womanless houses and hopeless bachelorhood! Hail the new California! Hail the great railway! Hail the opulent city, the thriving village, the well-enclosed and beautiful farm, the comfortable and elegant mansion, the well-built school houses, the quiet and virtuous homes in which are realized all the blessings and delights of the one institution that has survived the fall!—Pardon my enthusiasm. The occasion stirs me, and I am too much of a Californian to measure my words, or temper them to the rhetoric of a cold conventionality, when my pulses are quickened and my heart rejoicing in prospect of the consummation of a grand enterprise, which has for so many months excited my solicitude, aroused my hopes and engaged my energies. The exuberance of my feelings is not lessened by the fact that I am surrounded here to-day by my old neighbors and friends, who have never allowed me to forget that this valley is my home.

The laying of this corner stone symbolizes the work which we of this generation are doing. We are laying the foundations of a new State. We are laying the foundations of an educational system. We must be careful to lay them properly, for the whole superstructure will conform to the character of its foundations.

The foundation plan of our system of popular education must be broad, embracing the principles of justice and right, giving equal privileges to all classes of citizens.

The foundations of our system must be strong, resting on right ideas clearly defined and firmly maintained.

The foundations of our system must be symmetrical. We want no patch work or conglomorate of dissimilar elements or antagonistic principles. We must adopt a definite and consistent theory of education, and faithfully embody it in practice.

We must *begin at the beginning.* First in this structure is the concrete foundation harder than granite, capable of resisting the heaviest earthquake shocks and incombustible by any heat short of the final fires of the last day. Then follows the brick work; after which the wooden frame work, story by story; and last of all the cornices, capitals, and other ornamental and finishing touches, ending with the gilded or sculptured dome. So in our system of education we must begin at the beginning, not following the false fashion of giving our children a smattering of "the ologies" and teaching them to jabber French before they have learned to spell and cipher.

Above all, the *corner stone* must be properly laid in its proper place. In practical architecture, every workman understands the necessity for this. What is the corner stone of a true system of popular education? I answer, a *pure morality*. Without this, no system can stand. Leaving this out, there will be nothing to hold the different parts of a system of education in their proper relation toward each other. Using the untempered mortar of a false morality, it will dissolve on its first contact with opposing elements, and the whole superstructure will sink into ruin. A pure morality must be based upon a recognition of God, submission to His will, and a sense of accountability to Him. A pure morality means a conscience enlightened by Divine truth, a nature moulded, controlled and directed by the Divine will. We owe it to our children and to all who shall come after us, to have this corner stone fitly framed in our educational system.

Would it be straining the figure, or changing it too abruptly, to say that the State Normal School is itself the corner stone of our public school system? The functions of the State Normal School are: To mould the tone of the public school teachers, to inculcate the principles that shall guide and govern them in their work, and to suggest to them and drill them in the method they will follow in the school room. Upon its proper adjustment to the machinery of the system and the efficient performance of its proper functions, will very greatly depend the success of the entire system. This being so, the laying of the corner stone to-day becomes a very significant act, reminding us of the profound feeling of responsibility and the thorough conscientiousness which we should bring to bear in discharging our official duties in organizing and establishing this institution on a right foundation.

Let, then, this noble structure rise upon its solid foundations. Let it rise in its beauty and grandeur, the mother institution of its class upon the Pacific Coast. Let it rise as a monument of the enterprise and far reaching sagacity of an enlightened people. Let it rise here in this valley of surpassing beauty and fertility, in the very heart and centre of California, where it will be accessible to all, and from which it shall radiate light and blessing all over the State, from the snowy crests of the Sierras to the orange groves of the south. This is the first State Normal School of California. Others will be established in due time and in proper localities.

The time is coming when California will contain 2,000,000 of inhabitants. This valley will then be a continuous garden. The Alameda will be a willow-planted street, running into one grand city, into which San Jose and Santa Clara will be merged. The three hundred miles of our "foot hill" country will then rival the best vine-growing regions of Europe in the extent and value of its vineyards and the density of its population. Should our provisions for popular education keep pace with our material

development, additional Normal Schools will be demanded. At Los Angeles, on the north side of the Bay of San Francisco, Napa, or some other equally charming spot, in the San Joaquin and Sacramento valleys, and "up north," will those intellectual light houses be erected, leaving not a single spot in all our State unillumined by their beams. In view of the grand future thus hastily outlined, how great is the responsibility that rests upon us as the officers and guardians of this institution. We represent not only for the present, but for the future. We are now planting a tree whose growth coming generations will foster, and whose fruit they will gather. Let us do our work well, that those who come after us may follow our good example, and carry forward the great work which we will transmit to them.

I believe mankind are learning more and more to appreciate the influence of natural surroundings in moulding forms, features and character. Without attempting here to give the philosophy of this fact, I accept it, and accepting it, let me ask, where could a better location be found for the State Normal School? Where will you find richer vegetation, brighter flowers, more fertile fields, more beautifully rounded slopes, swelling hills, than those that adorn and enclose this garden valley of the earth? Where can you look up to a bluer sky, or find breezes more balmy than those that float around us to-day? May the characters here developed be as symmetrical as the features of yonder landscape, as strong as yonder mountain wall that beats back the surges of the vast Pacific, as pure as the silver waters that gush in their beauty from your artesian wells!

TO THE CARS! TO THE CARS!

Before the conclusion of the foregoing address, the locomotive's shrill whistle gave warning that the 3 P. M. train was on the point of leaving, and both speaker and audience broke away, rushing to procure seats for the return—the incident forcibly reminding them that the days of the *rhetor* and the *stage-coach* are no more, and that the *locomotive* and the *newspaper* reign in their stead.

REFLECTIONS AT HOME.

San Jose's guests of the twentieth, representing the teachers of the State, again settled quietly at home, think with pleasure on the events of the day, and the past history of education in the State. They think with pride and hope on the future of the building whose foundation was this day laid, and believe it augurs well for the great cause of popular education in California.

SOLUTIONS.

A CORRESPONDENT from Goose Lake, Siskiyou county, sends three problems, requesting their solutions. We give below

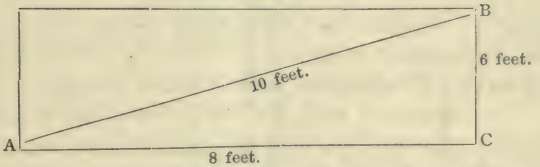
problem and solution consecutively, through the three:

QUESTION No. 1.

"If a ball, with a momentum of a, going north, meet another ball with a momentum of $2a$ going south, they would, of course, after contact, proceed in direction of larger ball. Now, does the ball a, at moment of contact, stop for an instant of time, before taking a south course?"

Our answer is that, inasmuch as the ball which was proceeding north does subsequently proceed south, all of its particles of matter do cease to move for a portion of time, and then move in the reverse direction. As the balls are endowed with a certain amount of elasticity, at the first instant of contact, the bodies each begin to lose velocity. The particles of matter in each continue to move within the limits of their elasticity, and the particles of the ball having the least momentum *successively* arrive at the limits of their motion, and during an infinitely small portion of time, stop before commencing to move in the opposite direction.

QUESTION No. 2.



"If in diagram, a ball placed at A receive an impulse in direction of A C, and sufficient to drive it eight feet, it will reach point C. Now, suppose it to receive an impetus in direction of C B, and sufficient to drive it six feet, it will go to B. But if these two impulses be given at the same time, while the ball is at A, it will proceed to B along the line A B. In first case, the ball receives two impulses amounting to fourteen feet, and it goes *fourteen feet;* in second, it receives same impulses, and yet only goes *ten feet*, and I wish to know what becomes of the other four feet?"

In answer to this, we say: First, we suppose that the proposer of this question intends us to understand that the first impulse was sufficient to make the ball move through eight feet during the same time that, under the second impulse, it was occupied in moving through six feet—say one second. Then, if at the end of the first second, the ball had arrived at C, and came to rest, but at the instant of doing so, it received the second impulse which was to carry it to B in a second, the ball would be

moving a longer time, *i. e.* two seconds, than when under the combined impulses imparted at A, it took one second to move by the diagonal to B. If a body moves for one second with a velocity of eight feet, and then another second with a velocity of six feet, it seems quite reasonable that it should go four feet further than when it moves ten feet and is occupied only one second in doing so.

QUESTION No. 3.

"Given a cone with altitude *a*, and radius of base *b*, to find maximum cylinder which can be cut from it. The solution is easy by the Differential Calculus, but I would like to see an Algebraic solution."

Solution of third problem requires the use of diagram, illustrative of cone, etc. We have no means at hand for printing this diagram, therefore have to omit the solution in this number. Perhaps, by next issue, we can get a wood engraving for the purpose, and give it in full.

McGUFFEY'S READERS.—The agent for the introduction of McGuffey's Readers in California is Isaac Upham. Persons wishing information in regard to the matter, should address Mr. Upham at 622 Washington street, San Francisco. This notice should have appeared with the price list given in the last issue of the TEACHER. *Orders for books should be signed by the District Clerk and the teacher in charge, as no sub-agents are appointed.*

BOOK TABLE.

LITERATURE OF THE ENGLISH LANGUAGE; Comprising Representative Selections from the best Authors. Also Lists of Contemporaneous Writers and their Principal Works. By E. HUNT, LL. D., Head Master Girls' High and Normal School, Boston. New York: Ivison, Blakeman, Taylor & Company, 138 and 140 Grand street.

In the preface of this work we are told the literature of a language is not learned from criticism, often one-sided and narrow, upon the works of authors, but by actual inspection of the works themselves. To cause a mind to know who are the standards in certain fields of literature is something gained, and it is often a very useful kind of knowledge to command. But there is a much higher object than this to be attained, that is, to prepare a mind with that culture which will enable it to determine this matter for itself. This accomplishment is rarely to be met with; and a work in promotion of it will be welcomed. Though the volume before us presents an appearance something between a school reader and an elocutionary drill book, yet the idea of leading pupils to appreciate an author by comprehending his works, and not because the world votes him great, is sound thinking. We, therefore, think the book has an adequate *raison d'etre*.

MENTAL ARITHMETIC; Combining a Complete System of Rapid Computations, with Correct Logic of the Solutions of Problems, and the Analyses of Processes. By JOHN H. FRENCH, LL. D. New York: Harper & Brothers, Publishers, Franklin Square. 1870.

Though "Mental" (we dislike the term in this connection) Arithmetic is often overdone, yet there is a mode of having it well done. Many performances in this branch, it seems, would indicate that the directors of them think, their pupils should be commended "for their much speaking." The volume before us aims at correcting this vice. It has other good points, and some bad ones. An instance of the latter is in confronting the child at the very outset with seven abstract definitions. Better lead him through the concrete up to the difinitions. The mechanical execution of the work is good.

PRIMARY OBJECT LESSONS, for Training the Senses and Developing the Faculties of Children. A Manual of Elementary Instruction for Parents and Teachers. By N. A. CALKINS, Author of "Phonic Charts," and "School and Family Charts." New York: Harper & Brothers, Publishers, Franklin Square. 1870.

"Calkins' Object Lessons" are too well known to need comment at our hands. This, the fifteenth edition, is "re-written, re-illustrated and enlarged" —and altogether very much improved.

A SCHOOL HISTORY OF THE UNITED STATES, From the Discovery of America to the year 1870. By DAVID B. SCOTT. Illustrated with Maps and Engravings. New York: Harper & Brothers, Publishers, Franklin Square. 1870.

The chief events of American history from the discovery to the year 1870, are briefly, clearly and, in the main, accurately set forth in these three hundred and ninety-six pages. It is profusely illustrated. The numerous maps will be a great aid to the student in gaining clear ideas of the topography of noted battles and seiges. The MAPS and the REFLECTIONS at the close of chapters will, to some extent, supplement the general want of proper grouping of events and judicious dividing into periods which add so much to the value of histories designed for school purposes.

HUMOROUS AND EXHIBITION DIALOGUES. A Collection of Sprightly, Original Dialogues, in Prose and Verse, intended to be Spoken at School Exhibitions. By S. A. FROST, Author of "Frost's Dialogues for Young Folks," "Frost's Original Letter-Writer," "The Laws and By-Laws of American Society," "Book of Tableaux," "Amateur Theatricals," "The Parlor Stage," etc., etc. New York: Dick & Fitzgerald, Publishers, 18 Ann street.

A very cleverly written little book, interesting to the juvenile reader and useful to the director of juvenile exhibitions. Price 50 cents.

A FREE AND INDEPENDENT TRANSLATION OF THE FIRST AND FOURTH BOOKS OF THE AENEID OF VIRGIL: wherein are Unfolded the Travels of Aeneas, the Origin of the Roman Empire, the Stratagems employed by the Goddess Juno (happily without success) to Nip that Important Enterprise in the Bud, the Counterplots of the Goddess Venus and her Mischievous Little Son Cupid, and the Furious Love and Romantic Death of Queen Dido. In Hexameter and Pentameter. Printed and sold at the Winsted Herald office, Winsted, Conn. 1870.

A very original and very "independent" translation of the Aeneid, which will be sent by mail, post paid, on receipt of 25 cents. Address Winsted Herald, Winsted, Conn.

GREEK PRAXIS, or, Greek for Beginners; Containing Orthography, Etymology, and Greek Reading Lessons, together with Notes and a Vocabulary. By J. A. SPENCER, S. T. D., Professor of the Greek Language and Literature in the College of the City of New York. New York: Ivison, Blakeman, Taylor & Co. 1870.

In the study of Greek, perhaps more than in any other subject, success depends on the kind and thoroughness of the beginning made. We have known a class to regard the first forty lessons the most difficult that they met. But that forty was, at the conclusion, thoroughly their own. In acquiring them, the mode was to proceed along each step with intelligence; in reproducing them, the mode was automatic,—it was habit, second nature. Difficulties

melted before such preparation. The present volume proposes to give that portion of the foundation of a Greek course, which the pupils should make thoroughly their own. The matter is very well presented. For sale by A. Roman & Co., San Francisco.

WILLSON'S INTERMEDIATE FIFTH READER: On the Original Plan of the School and Family Series; embracing, in brief, the principles of Rhetoric, Criticism, Eloquence, and Oratory, as applied to both Prose and Poetry, the whole adapted to Elocutionary Instruction. By MARCIUS WILLSON, author of "Primary History," "History of the United States," "American History," and "Outlines of General History." New York: Harper & Brothers, Franklin Square. 1870.

This book is designed to take the place of the "Fourth Reader" or the "Intermediate Fourth" in the series so well known as Willson's Readers. It has been prepared with especial reference to rhetorical and elocutionary instruction, and is a great improvement on the works it is designed to supplant. For sale by A. Roman & Co., San Francisco.

A TREATISE ON PHYSIOLOGY AND HYGIENE for Educational Institutions and General Readers. Fully Illustrated. By JOSEPH C. HUTCHISON, M. D., President of the New York Academy of Medicine, Surgeon to the Brooklyn City Hospital, late President of the Medical Society of the State of New York, etc. New York: Clark and Maynard, Publishers, 5 Barclay street. 1870.

Perhaps the best point in this work is in the illustrations. They do much more to elucidate the subjects under discussion than the cuts and illustrations found in works of similar character. In other respects the book is medium. Price $1 60.

NOTES AND VOCABULARY TO ACCOMPANY WHITNEY'S GERMAN READER. New York: Leypoldt & Holt. 1870.

A book that bears the impress of scholarly culture on every page, and whose merits are best known and best appreciated by him who has best read and most thoroughly understood the work. A. Roman & Co., San Francisco.

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Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's Double Entry.

SENIOR CLASS—*Second Session*

Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
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4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

GENERAL INFORMATION.

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REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year.

The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June.

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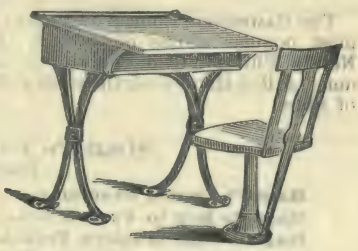

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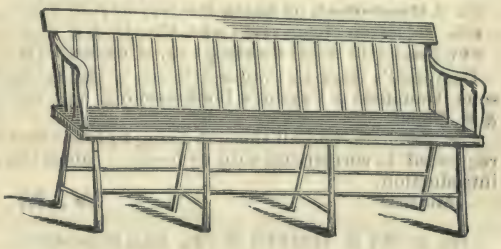

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THE

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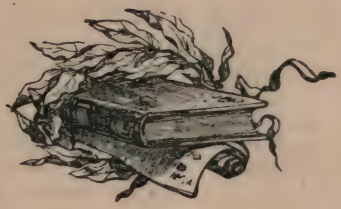

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THE

CALIFORNIA TEACHER.

DECEMBER, 1870.

Vol. VIII. SAN FRANCISCO. *No. 6.*

ALAMEDA COUNTY TEACHERS' INSTITUTE.

TUESDAY, October 4.

The Institute was called to order by the Rev. W. F. B. Lynch, County Superintendent; Wm. C. Dodge was elected Vice President, R. G. Knox Secretary and Miss Walsh and Miss Stone Assistant Secretaries.

Committees were appointed as follows: On Exercises—J. B. McChesney, Mrs. Wheelock and Mrs. Hoitt. On Music—M. M. Spencer, Miss Hattie Jackson, Miss Kingham, Miss Whetmore, Miss Jewett and Mr. Howe. On Introduction—J. Henry Sumner, Converse Howe, Miss Birmingham, Miss Whetmore and Miss Mary Lichtenthaler. On Questions—E. G. Coe, Mrs. Patton and Mrs. Libby. On General Arrangements—Messrs. Brodt, Fenwell, Reynolds, Miss Harkness and Mrs. Miller.

Superintendent Lynch, in his able and pointed remarks upon opening the session, said: "The live teacher is always learning." That here was an opportunity for all to better themselves, and urged all to join hands and to give mutual benefit, for as a candle loses none of its flame by lighting another, so the torch of intelligence not only loses none of its brilliancy, but, on the contrary, increases it by what it imparts.

Among the many things important for the teacher to know there are three absolutely necessary, viz: the true object of education, the nature of the work, and how to do the work. The teacher should always keep before him, as a constant thought, that the true object of education is to develop a perfect manhood. He should know how to preserve and strengthen the body, and he should labor to comprehend, as far as possible, the

whole nature of the mind and how best to develop all its powers.

Mr. Lynch then concluded by eloquently alluding to what teachers ought to know, of the enthusiasm needed in the work, and by strongly urging all to enter heartily into the work. Adjourned till 1:30 P.M.

AFTERNOON SESSION.

Session opened by County Superintendent.

Prof. A. D. A. Champion examined a class in French taught, almost entirely, by means of oral instruction, which received the highest encomiums from Professors Pioda and Des Roches.

Miss Jewett followed, and succeded well in illustrating the importance and manner of object teaching.

Dr. Chas. A. Spencer then read, by request, several selections —after which the Institute adjourned.

WEDNESDAY, October 5.

MORNING SESSION.

Institute opened with prayer by the Rev. W. F. B. Lynch, Superintendent.

After the usual business routine, J. B. McChesney made an address upon the subject of Grammar. He advocated the idea of throwing aside the technicalities of the science and, for instance, calling a word which implies action an action-word, and not a verb. This elicited various opinions from those present—some supporting that idea and some the present system provided the explanation of object words, etc., be thrown in.

Mr. J. C. Gilson then introduced the object method of teaching book-keeping. He presented four boxes labeled respectively "cash," "merchandise," "bills payable" and "bills receivable." These boxes, he said, he would use in the recitation room, treating each as an individual somewhat in this way: "I purchase merchandise to the value of $100. The goods are supposed to be placed in the merchandise box and, paying for them, the coin comes from the cash box. Hence the former owes the latter, and therefore merchandise Dr. to cash." This, perhaps, serves to give some idea of the very interesting and able manner in which he presented his original object plan.

Mr. Wm. C. Dodge introduced the subject of school discipline. He was followed by many, but the only conclusion reached was to keep the pupils too busy for play. All, however, agreed with Mr. Dodge in saying that the teacher must first govern himself.

Miss Mary Alexander read an essay on "The Teacher out of School," treating the subject in an able and exceedingly pleasant manner. Adjourned until 1:30 P.M.

AFTERNOON SESSION.

Mr. John Yule spoke upon the subject of Drill in Reading. He would have it begun at an earlier age, commencing with

breathing exercises and continuing them for two or three months. He would also have them thoroughly understand the subject about which they read.

Mr. Converse Howe spoke upon the True Object of Education. He urged the importance of teaching boys that they are to be the future farmers and mechanics of the land. He did not desire that less knowledge should be imparted but that all should be taught that their knowledge is to assist them in being better and nobler workers. "It has been said that 'bayonets are beginning to think.' Let us have hammers and saws and plows that think."

By request, Mr. Lynch gave his ideas upon vocal culture. The breathing exercises he would have conducted as often as might be without injury. He insisted upon proper positions in reading. He thought that the pupil should carry out these exercises with a zest as well by himself as when in the class. He doubted the expediency of hampering rules.

By request, Dr. C. A. Spencer spoke, differing somewhat in opinion. He would have the breathing exercises performed chiefly by use of the nostrils. He recommended the frequent use of the sun bath.

Miss Mary Ludwig read a very able essay, after which a motion to adjourn was carried.

THURSDAY, October 6.

MORNING SESSION.

Institute opened with prayer by Rev. W. F. B. Lynch.

R. G. Knox introduced the subject of "How to teach Geography and History," complaining of the present system and advising a more thorough union of the two branches. This idea was generally supported. A gentleman present, Mr. John Brier, wished the subject had been carried farther since these branches comprehend nearly all our external knowledge. He deemed it, perhaps, the most important branch of education. Mr. S. K. Reynolds continued the subject of history.

Mr. J. C. Gilson, in speaking of "How we should Teach," advised as little use of the text book as possible and the greatest use of ingenuity possible in rendering everything plainer to the child.

Mrs. D. R. Wheelock read a very able essay on "More Quakerism Needed" in this age of action rather than thought.

Mr. J. B. McChesney objected to the idea of the impropriety of ladies speaking in public when that speaking was in an Institute of teachers. The motion for adjournment being called for, was made and carried.

FRIDAY, October 7.

MORNING SESSION.

The Institute was called to order by Vice President Dodge and

after the calling of the roll, prayer was offered by Rev. W. F. B. Lynch.

Prof. Bernhard Marks, of San Francisco, delivered one of his characteristically able and interesting speeches upon the subject of penmanship. He urged an earlier commencement—would have teachers begin with the lowest grades. He was followed by Mr. Taylor who differed in some of the minor points.

Mr. Wm. C. Dodge then introduced the subject of Orthography. He complained of the present system as being cumbersome. After many suggestions the discussion finally ran into a debate upon a cosmopolitan plan, so to speak, of representing all the sounds of the human voice by certain symbols and thus having a valuable phonetic system. A motion for adjournment was carried.

AFTERNOON SESSION.

Prof. Bernhard Marks opened with the subject "Arithmetic." He urged teachers to study this branch with a view to teaching. "Teach principles first and rules last." He also advised teachers to make their own arrangements of subjects.

A. W. Brodt read an able essay upon the subject of Physiology, dilating upon its importance and urging an earlier use of it among children.

Here the matter of district libraries was brought up and many recommendations of books made.

J. Thornton Jones read an essay, ably setting forth the need of co-operation of parents, teachers and trustees.

The report of the committee on attendance was adopted and placed on file. The Institute then adjourned *sine die*.

During the session two lectures were delivered, one, by Dr. Chas. A. Spencer, on "Vocal Culture."

Prof. Carr treated the subject, "The Educational Needs of Woman," in a way that showed not only his brilliant and logical mind, but also an *un*common amount of common sense.

On Thursday, the 6th, the Institute paid a visit to the Deaf, Dumb and Blind Asylum. Prof. Wilkinson stated that his pupils gave no exhibition but simply went through with the ordinary exercises. His highest class of two boys, whom he hopes soon to enter at the University, being given subjects of a philosophical nature by persons present, wrote in a surprisingly short time a full and complete explanation of various phenomena. To one class of deaf and mutes he related the story of the Europeans who went to Siam and related the wonders of their country, etc., while it was being told by a teacher. This they quickly transfered to writing.

The blind pupils, in mental arithmetic, displayed wonderful quickness and accuracy even in very complicated problems. Another class readily distinguished the States of the Union by their shape.

A representation of the passions, in pantomime, by two deaf and dumb pupils—one a young man and the other a young lady —was most excellent.

The exercises were varied here and there by music from the blind children. It showed cultivation and good taste seldom equaled by those more fortunate in possessing *all* their faculties. Prof. Wilkinson explained their language of signs, showing that thought was conveyed without reference to the order of words. He brought forward a little girl who had been only two weeks with him and who, knowing nothing before, wrote in a good round hand the names of several objects. The signs used though most always those naturally presenting themselves, were ofttimes arbitrary. A sign could no more be forced into their language than a word into ours.

In leaving, the teachers expressed themselves warmly toward the Professor in his great and humane work. Their admiration and wonder at the progress of his pupils was almost boundless. A resolution of thanks was voted to him for his kind and instructive entertainment.

A resolution of thanks was also voted to Prof. Carr, Dr. Spencer and Prof. Marks for their able lectures.

The seventy-five teachers who had been present during the session, as they bade each other farewell, appeared well pleased with the result of the Institute and confessed themselves well repaid for all trouble.

R. G. Knox, Secretary.

MANNERS.

Perhaps no other subject perplexes the earnest instructor so much as the teaching of true politeness. We not only have to contend against the natural barbarism of the children, but, very often, also against the sensitive prejudices of ignorant parents, who are extremely jealous of their parental rights.

They immediately, and indignantly exclaim, that they can teach their own children how to behave. Granted, then, that most of them *do* insist upon respectful deportment toward parents, teachers, and all persons entitled to respect; orderly conduct in the house, becoming behavior at the table, quiet demeanor on the street, kindness toward inferiors, and suavity toward equals, may we not instruct the rest, who, otherwise, might never make practical acquaintance with that great social lubricator, politeness? And can we, as teachers, lecture but a part of our pupils, and pass others by as being above our instruction? While the teacher is, too often, by some thoughtless persons, held entirely responsible for the child's behavior, yet, no doubt, there are rights and duties belonging to the profession, with which even the sacred hand of the parent ought never to interfere.

One of the duties established by law is, to impress on the minds of pupils, "principles of morality." And as morals and manners are regular Siamese twins in this close connection, we cannot perfectly teach one without teaching the other.

Such hints, then, as I may consider worth submitting to teachers, will only be given, in humble faith, as the smiting of the rock, in hope that the clear refreshing water of truth may gush forth from the heart and pen of every instructor of youth.

As a rule, American independence is apt to degenerate into that repulsive thing, American impudence. How shall the teacher best resist this sort of impoliteness? I believe by impressing upon the mind of the child, that *every mark of disrespect toward others, disgraces the one who offers, instead of the one who receives, the insult.* Instil this idea by anecdotes, by maxims, and by such examples as are certain to occur, even in the best regulated schools. And not only show them how it disgraces themselves, but how it disgraces their parents, and especially disgraces their mothers. Tell them how natural it is for you to think that the parents are good, when you find the children are good; and that parents are polite, when you find the children are polite. However careless you may find children in reference to their own reputation, you will seldom find them careless regarding the reputation of those they love. Teachers are very apt to neglect those rules of politeness not connected with school life. This is a great mistake. We should take pride in doing our part toward polishing Young America, so that no future Dickens shall have just cause to caricature our social failings.

After starting out with the broad and universal idea which is at the foundation of all true politeness—consideration for others—give practical rules for behavior at home and abroad; at the table and on the street; showing how a consideration for others, and a desire to avoid annoying others, underlies every rule. For instance: I am frequently disgusted, as I pass along our sidewalks, to see that America has not outgrown that offensive habit, often and deservedly touched by the caustic pen of foreign writers—spitting. In giving this rule: Never spit in the presence of others, nor in any place where it may offend the eye—illustrate by referring to the repulsive evidence to be seen on different sidewalks, and impress on their minds that a proper consideration for other persons, would have presented such a breach of good manners. In a like way, show them why it is rude to eat with a loud noise, or masticate their food with open lips; why it is necessary to pass to the right, when they meet a person, instead of to the left; and in teaching any rule, refer to the real reason for such social law, thereby making it possible for them to decide upon the proper course to take, when they may chance to meet an unexpected test.

OCCASIA.

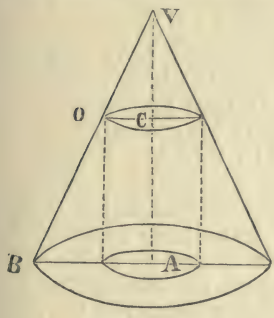
ANSWER.

[We give below the answer to the third question of the correspondent from Goose Lake:]

QUESTION No. 3.

"Given a cone with altitude *a*, and radius of base *b*, to find maximum cylinder which can be cut from it. The solution is easy by the Differential Calculus, but I would like to see an Algebraic solution."

ANSWER.—A right cone with a circular base and a right cylinder with a circular base are evidently meant.



Suppose the cylinder to be inscribed as the diagram represents. By the conditions V A = a, B A = b, let V C = x and O C = y; the height of the cylinder will be a—x; and the volume of the cylinder will be expressed by $\tilde{n}^{(*)}\, y^2\,(a—x)$ .....(1).

Now to find the value of x in terms of y, or the value of y in terms of x. The triangles V O C and V B A are evidently similar; hence

x : y : : a : b; and $y = \frac{bx}{a}$ which substituted in the expression above gives for the volume $V = \frac{\tilde{n}\, b^2}{a^2} x^2\,(a—x)$. To obtain the 1st differential co-efficient: for the purposes of maxima or minima we omit the $\frac{\tilde{n}\, b^2}{a^2}$, and differentiating we get $\frac{du}{dx} = 20x — 3x^2$.

Placing this 1st differential co-efficient = O, we obtain as roots x = O and $x = \frac{2}{3}\, a$.

The 2d differential-co-efficient = 2a — 6x. Now substituting $x = \frac{2}{3}a$ in this, the result is negative, and therefore that root belongs to a maximum function. Substituting it, we get $\frac{4\tilde{n}\, ab^2}{27}$. Now the height of this maximum cylinder is $a—x = a—\frac{2}{3}\, a = \frac{1}{3}\, a$. ———. . The radius of the base $y = \frac{bx}{a} = \frac{2}{3}\,\frac{ba}{a} = \frac{2}{3}\, b$.

The science of Algebra is not adequate to the general discussion of questions of maxima and minima. Now and then a case occurs admitting of solution by its means, or by

* Used to represent the Greek letter *Pi*.

means of Algebra and Geometry combined; but it is due to the special circumstances of the case; as, for instance, when a value can be found for the quantity sought which is dependent upon a trigonometric function whose maximum or minimum state we know and can easily apply.

INSTRUCTION IN WORD-READING.

The upholders of the so called phonetic way of writing (according to which every word-sound is expressed by a corresponding particular sign and words are written with regard to their sounds only) claim it as one of its advantages that reading can be acquired with a much greater ease, when striven for on its foundation, as the pupil, in order to read a word, would have nothing more to do than to enounce the meaning of the letters in their order from left to right and to join them in their pronunciation. That such really is an advantage can hardly be contested.

A method of teaching in conformity to this, has been carried out a long time and with the best of success in a country (Germany) the language of which offers few difficulties to do so by the way in which it is written. It has entirely superseded the way of first calling the letters by their names in, at least, a large part of that country. The advantage in the reading of words by giving merely the meanings (not the names) of the letters, can, irrespectively of the experience in its regard, hardly fail to become obvious by the consideration: That the pupil is obliged to enounce and combine the sounds of words in whatever way he may engage in learning to read them; and that, by becoming accustomed to do so without calling first their names, he must not only gain in the time required for obtaining a readiness in enouncing fluently, but that he will also generally become better enabled in a given time to obtain such fluency than by the circuitous process of moving from the sign to the name and back from this to the sound. At the same time he will often be led to recall (and therefore, also, to refer to individually in his mind) a number of letters exhibiting no sound in the respective words, if taken by themselves. While by becoming exercised to think only of the sounds represented by the letters, the remembrance of such intent will soon bring him to combine more letters into the one sound they may be employed to represent, in nearly the same time he may want for recognizing the value of single letters. A further gain by giving merely the sounds in the reading of words results from the avoidance of inserting sounds not employed in the enunciation of the respective word, and, therefore, also of the great liability of the pupil to pronounce in the reading of words sounds which belong only to the reading of letters.

But, the reader may ask, how can such a way of teaching be adapted to a language in which some letters have two, some three

and some more than four different enunciations applied to them, and in which a number of them have even none at all? To show that this can be done with respect even to the way generally adopted for writing in English shall be the object of the following lines.

It would become necessary to the end in question:

1.—To explain the meaning of the letters which retain yet their fundamental (original, primary) significations, that is those which had been given them in the language from which, in the main, the English has been derived (*i. e.* Anglo Saxon) first in accordance to these significations, rendering them in this way the foundation to which the other meanings they may possess are to be adapted, Therefore:

a	as	primary	meaning	given	it	in father;
e	"	"	"	"	"	sell;
i	"	"	"	"	"	caprice;
o	"	"	"	"	"	prone;
u	"	"	"	"	"	prune;
c	"	"	"	"	"	car;
g	"	"	"	"	"	get;
r	"	"	"	"	"	rest.

y (which no longer indicates its primitive meaning of a sound between i as in "pique" and u as in "rule") in the middle or at the end of an emission (*i. e.* syllable) as equivalent to i; again w in such case as equivalent to extended u; y and w otherwise, with their respective sounds at the beginning; also j and z with their regular modern enunciations; the rest with their regular modern pronunciations as agreeing with the original ones.

2.—A second stage in the cited course would be: to tell the pupil that some letters are not only used to express the sounds which had first to be taught to them, but also others bearing resemblance to those first to be taught (which for brevity's sake, might perhaps not improperly be called foundation-sounds):

a	as	heard	in	all; what; hard;
i	"	"	"	hid; gird;
o	"	"	"	not; short; dove;
u	"	"	"	bud; cur;
y	"	"	"	myth; myrrh;
e	"	"	"	hêr;
n	"	"	"	ink;
r	"	"	"	bird; fare;
s	"	"	"	has;
x	"	"	"	example;
d	"	"	"	hissed;
f	"	"	"	of.

3.—The next step would be instruction concerning combinations of letters to represent single sounds (such as sh, th, ph, ai, ei, ay, ey, an, aw, ea, eo, oo, etc.,) representations, the reasons of which would be explained by the resemblance of the foundation-sounds with those given to these combinations at present, and by the fact that they were formerly really pronounced with the respective foundation-sounds, and, therefore, are properly to be

considered only as contractions from the same for the sake of simplification.

To this might properly be adjoined, that many of the former combinations of vowel-signs with *e* are now either no more indicated at all, or, at least, no more in the way in which this was formerly done. Particularly that *ae* (which represented a contraction into a sound of *a* as in name) *ei*, *en* and *ey* (these with their original sounds) are now commonly indicated, when not at the end of an emission, conjointly by *a*, *i* and *u* respectively, at the place where the whole combination had been written in former time and by *e* at the end of such emission; when at the end of an emission, *ae* generally, *ei*, *eu*, and *ey*, very frequently by only *a*, and *i*, *u* and *y* respectively; while *ee*, which is, likewise, and in the same cases as *ei*, often expressed conjointly by *e* at the place where it is enounced and another at the end of the emission, has (probably by influences from abroad, to wit: from the Normans) undergone a change also in its pronunciation, viz: into the fully different sound of original *i*.

4.—Words with letters to which no, or an exceptional, pronunciation is attributed would, in the writer's opinion, best be considered in the last stage of the study under view. Among these are to be reckoned as constituting large classes: such as contain e neither pronounced nor contributing to refer to a former ae, ee, ei, eu, or such ey (as in grove, verge, etc.); words containing c, ch, g, gh, s, t, x or z with pronunciations greatly deviating from the respective foundation-sounds; words containing lk with l silent; words with rr in which only one of these letters is enounced, etc.

5.—It is hardly needed to mention that a sufficiency of exercises should be had for each of the above described stages; and that the pupil ought not to be confined to the reading of single words until he had acquired a full proficiency in them; but that it is, in the writer's opinion, both possible and advisable to introduce the reading of sentences as soon as a stock of words from which sentences could be formed, were acquired.

It will not be contested that word-reading by giving merely the sounds of the letters, can, strictly speaking, not be pursued beyond the second of the above described stages; but it may be safely assumed, that, after having passed through the two first, the pupil would be sufficiently prepared to continue reading without having recourse to calling letters by their names, so at least when receiving the further instruction above referred to.

Readers of this may have perceived that instruction of the foregoing kind would, at the same time, impart valuable information concerning many features of letter-spelling (*i. e.* orthography); and have arrived at the conclusion, that, in the writer's opinion, also spelling by letters might, at least, in a great part, be taught with an information on its reasons (since there are reasons, either sound or unsound for everything.) A proposition

to prove such a possibility, and even to a full extent, may perhaps become one of his works at some later time.

F. K. B.

"Instruction in Word-Reading."—This article will repay a careful perusal, though the style is in some places a little obscure on account of the learned author's unfamiliarity with the English idiom. Ed. Teacher.

VISITS TO SCHOOLS.

While spending a few weeks in Milwaukee, (Wis.) and vicinity, I visited some of the schools of that city. As they had just commenced the session after the long vacation, the time was, perhaps, not so favorable for seeing them in full operation.

The High School, under the charge of Mr. Pickard, is said to be in a very flourishing condition. It opened with one hundred and twenty pupils. The course is four years, embracing the usual studies, with French, German, Greek, and Latin in addition, though pupils are permitted to take but two languages at one time. From what I saw of the teachers, I should judge they were of a superior order. I heard recitations in Algebra, Arithmetic and Natural History—the last made uncommonly interesting by a wide-awake teacher. Listening to this, and noting the eager faces before me, the old suggestion recurred with greater force to my mind, "Why not give this and kindred studies greater prominence in our schools, in lieu of so extended a course in Mathematics? Would it not be of more practical benefit to the generality of pupils?"

In this school, there was no particular routine observed in entering and leaving the building, though there was no special disorder. As the school occupies a building by itself, perhaps this is of little consequence; yet it might be a question whether a certain degree of machinery be not essential to the *best* progress of a school. Bodily and mental habits are so closely allied, that method and uniformity in the former, must tend to produce the same in the latter.

In one of the ward schools, I found a lady principal—an experienced teacher—who receives the same salary for her services that a man would in her place. She has the supervision of five hundred pupils; but situated, I think she said, in three buildings. This, of course, increases her labor, and she teaches only half the day. She told me she considered herself fortunate in the teachers of her division; every one capable and efficient. I was informed elsewhere, that no case of expulsion, and but one of suspension, had occurred under her *regime*—a state of things unprecedented in the previous history of the school.

My third visit was to one of the Primaries, under the care of two ladies. A large number was in attendance, and it was

pleasant to notice that while no attempt was made to keep the active little bodies *entirely* quiet, there was yet thorough teaching and government. Every little chap, though *apparently* inattentive, looking around the room, &c., yet knew when his turn came, and what the word to spell, or the question to be answered. If I might mention what would seem to some a deficiency in all these schools, it is, that there are, comparatively, so few blackboards.

The Female College next claimed my attention. Established in 1850 under the auspices of Miss C. Beecher and Miss Mary Mortimer, and chartered in 1854, it has fully met the expectations of its patrons. Every year it graduates accomplished young ladies, who enter and adorn society; a few as teachers, the majority as wives and mothers. One painfully suggestive fact, however, was said to exist, viz: that a great proportion of the *husbands* of these lovely creatures meet with an early death. Evidently, there can be but one solution of this mystery. These wives have been educated to such a degree of excellence, that the husbands have died from over-exertion in trying to attain the same level. The College opened with one hundred and twenty-five pupils, in charge of an able band of teachers, mostly ladies. Rarely have I seen an assemblage of more beautiful, more graceful girls than these. Only one element was wanting to complete the harmony of the picture. Where were the one hundred and twenty-five *young men* who should have been in their seats beside these girls? I thought, regretfully, how easily the lives of future husbands might be preserved, by allowing them to climb the appointed steeps of Science in company with these fair beings.

The crowning excellence of this school is, that far more time is devoted to the study of History, both sacred and profane, and Literature, than is usual in kindred institutions. Great attention is also paid to gymnastic training, on the Dio Lewis plan. The course is four years, and there are a Primary and a Normal Department attached.

Passing eastward, I next found myself at Ypsilanti, (Mich.) Here the State Normal School is located, with an Experimental or Model School attached; both occupying handsome buildings. The present session opened with three hundred pupils in the Normal, and about one hundred in the Experimental. The Professors are nine in number—that is, if the lady-teachers be reckoned. An entrance-fee is payable each term, and the State defrays the remaining expenses. Pupils from other States are occasionally admitted.

Two days were spent here very agreeably. The school is always opened with Bible-reading, by Principal and pupils alternately. Then music from a well-trained choir of fifty, and lastly, prayer by the Principal or some clergyman visitor. Music, in this school, takes a prominent place. One can judge of the

excellence of the teaching, when informed that never but once, has assistance from other sources been sought or permitted, even at Commencement. Visitors frequently attend the morning exercises in the Chapel, solely for the sake of hearing the singing. Classes proceed to recitations by sound of the piano. The discipline here is almost perfect, and the utmost promptness is observed in changing classes. A warning bell is struck five minutes before the close of recitation, and another at the close. With the first stroke of this, the class rises, wheels, and marches out, sometimes leaving the teacher in the middle of an unfinished sentence.

The system of teaching is, of course, different in some respects from that required in public schools. Lessons are assigned, but a routine of recitation is not always carried out. Much time is given to the explanation, illustration, and discussion of principles and methods—particularly in what is called the Training Class, which, the present year, is under the care of one of the ladies. Into this class, all pupils of the second year are expected to come. Occasionally, a class from the Experimental School is brought in, to exhibit more clearly the teacher's mode of imparting knowledge. Many of the classes are very large, numbering from sixty to seventy. To be able to handle and interest such a class, is quite an art. Of the many classes I visited, those in Drawing and Elocution pleased me most. Great attention is paid to elocution, and the classes do honor to their teachers. Drawing is taught but one term, but it is made intensely interesting, and a good foundation is laid for future work.

The course of the Experimental School requires pupils to possess some knowledge of Elementary Algebra, Botany, Physiology, Vocal Music, and either Latin or German, before being admitted to the Preparatory year of the Normal. The regular Normal course is four years: and in the third year, pupils are expected to teach one hour per day in the Experimental. About twenty-five are thus constantly employed. A lady has charge of the Experimental, but the pupil-teachers are under the supervision of the Normal Professors, in their respective Departments. There is no doubt that this plan works well, so far as the *Normal* pupils are concerned. Whether it is of equal benefit to those of the Experimental, may reasonably be doubted. At all events, there seem to be three difficulties sufficiently serious to be called objections.

1st. The *change itself*, of teachers every year, and, in some cases, every term.

2d. The *inexperience* of a large proportion.

3d. The danger that these will employ the same methods for teaching little children, as those used in their own classes—in short, the neglect of Mrs. Penwell's advice at the last State Teachers' Institute, in San Francisco—"*Simplify and Repeat.*"

The Public Schools of Ypsilanti do not suffer by comparison

with the Normal. The Union School is one of which the city is justly proud. There are four grades in this building; five Primaries, two Intermediates, two Grammar, and two Academic. In this building, the sexes sit in separate rooms; in the last two grades, though sitting separate, they recite together. The Faculty consists of the Principal, Prof. Putnam, lately of the Normal, and eleven teachers.

Between five hundred and six hundred pupils daily assemble in the Chapel, a large room forty feet by ninety. The opening exercises are similar to those of the Normal. The choir, of course, is not so large, or so capable as yet, for it is only within a short period that public sentiment has demanded music as a part of the course. Now, however, the point is settled, to the gratification of all.

I visited here four Primaries, the Grammar and Academic schools. In the advanced Primaries, I listened to the Mental Arithmetic, and was charmed with the close attention and accurate analysis. The teachers in this school have the reputation of being uncommonly thorough. Since Prof. Putnam took charge of its interests, some important changes have been inaugurated. At the last meeting of the Board, it was decided to do away with the morning and afternoon recesses, and shorten the hours of session. The school opens at 9 A.M. and 1:30 P.M. Primaries close now at 11:05 A.M. and 3:05 P.M. Intermediates, 20 minutes, and Grammar and Academic 35 minutes later. Thus far, the experiment is a success. Much noise is avoided, and much time saved.

There is a ward school on the outskirts of the town, and a colored school in another section, though colored children are permitted to attend *any* school.

The private schools are few, and small in number—a fact which speaks well for the Normal and Union.

There are some pleasant things in regard to the social intercourse of teachers and pupils, which I should like to notice, but neither time nor space will permit. M.

HOW TO WAIT FOR WORK.

[We receive the following application for a school. Who wants a teacher who knows so well *how to wait?* Truly, we expect a number of answers.]

HON. O. P. FITZGERALD—DEAR SIR:—Thinking, that in the multiplicity of cases like mine, I may have been forgotten, I take the liberty of reminding you that I am still waiting for a situation in some *good school* at a salary of $1200 a year, or more. Please do not infer that I am idle. I am not *waiting* like the laborers who idly walk the streets of our cities, or carry blankets about the country; but I am waiting with an ax in my hand, and chips are

flying about me. My motto is:—"Work for any price at any kind of labor rather than be idle." You say: "Then why not teach at a lower salary than you have named?" Simply because I can earn board and lodging by manual labor without working when I am tired or sick. My bodily "resting spells" can be employed in study which, without the care and mind weariness incident to teaching, are but a mental recreation. In the schoolroom I cannot "half work" though I receive but half wages. Weariness and sickness give no rest to the conscientious teacher driven to the limits of his mental and physical powers by a *duty* beyond the reach of dollars and cents. More than a simple maintenance must be paid for such labor. Perishable capital—mills, ships, schoolmasters—demands more than ordinary interest.

But I am detaining you. Good bye.

REPORT OF THE STATE PRISON SCHOOL AND LIBRARY, FOR THE MONTH OF OCTOBER, 1870.

Whole No. of prisoners who have attended school during the month	236
No. of prisoners acting as teachers	24
Total attendance	260
Average attendance	171
No. of Chinese pupils	16
No. of Mexican pupils	10
No. of Negro and Indian pupils	8
No. of books loaned from the Library	1537
Classified as follows:	
Religious works (Catholic)	25
Religious works (Protestant)	98
Travels	160
History	275
Biography	128
Science	68
Poetry	20
Romance	574
Periodicals	120
Spanish	32
German	22
French	15
Receipts from gate fees during month	$10 50

C. C. CUMMINGS, Instructor.

AGAINST THE MEDAL SYSTEM.

[At our urgent request Mr. Marks handed in the following communication to the Board of Education of San Francisco. It explains i self.]

To the Hon. Board of Education of San Francisco:

GENTLEMEN:—I conceive it my duty to call your attention to the annual distribution of medals in the "Lincoln Grammar

School." I believe that it would subserve the best interests of this school to abolish the medal system altogether and to divert the medal fund to some useful purpose. I assign as reasons for the action here proposed:

That the issuing of medals effects in no case a single particle of good.

That all the effects are evil without exception.

That it does not stimulate a single boy who needs stimulation.

That it *does* stimulate the very boys who do *not* need stimulation.

That it affects injuriously the physical and moral welfare of many of those who are influenced by it.

That it sets up a false standard to govern the motives of children.

That while it *seems* to determine the result of an intellectual contest between all the members of a class, it virtually takes into account only the very few who happen to be so favorably circumstanced that their attendance was perfect.

That it inflicts the grossest injustice upon many of the brightest boys in each class by giving them the appearance of having failed through *inability*, when, in fact, they failed only through irregularity of attendance.

That the contest for the medal is frequently restricted to a few inferior boys of the class while the most able are barred out by necessary laws.

That it has happened, and may at any time happen, that a very inferior boy has received a medal because every other boy in the class was barred from coping with him by irregularity of attendance.

That it is a barbarous feature of old time teaching and is unworthy of a place in any modern school.

That the gratification of one medal pupil is purchased at the expense of injustice to several others equally deserving.

That the award is too frequently based upon data which vary without reference to merit.

That the system improperly elevates achievement above endeavor.

That it makes duty a mere matter of barter.

That the medal itself becomes improperly the sole object of effort.

That the excellence, of which the medal should be only a symbol, is degraded to a mere means of attaining that symbol.

That it too frequently engenders, in a marked degree, selfishness and narrow rivalry instead of developing a healthy and noble emulation.

Finally—that there are only two cases in which medals may be properly awarded: First—the impracticable one in which the highest endeavor is the ground of award; and, second—the comparatively useless one which is merely a single trial of

strength and resembles a yacht race in its features and in its objects. Respectfully,

BERNHARD MARKS,
Principal Lincoln Grammar School.

San Francisco, October 18, 1870.

REPORT OF PUPLIC SCHOOLS.

ROLL OF HONOR.

INSKIP DISTRICT PUBLIC SCHOOL—*Butte County*—Emma A. Gass, Teacher. For the month ending October 28:

George Clarenbach, Charles Clarenbach, Virginia Clarenbach, Alexander Jurgersen, Anna Jurgersen, Metta Fergursen, Ida Fergursen, Edward Clarenbach, Frank Clarenbach.

ALTAVILLE DISTRICT PUBLIC SCHOOL—*Calaveras County*—Albert A. Smith, Teacher. For month ending October 18:

John Coleman, Orlando Frazier, John Lee, William Laird, Dante Prince, Creighton Duffy, Adolph Becker, William Becker, Anna Blair, Mary Lee, Ida Frazier, Frances Coleman, Sophia Baumhogger.

AUBURN DISTRICT PUBLIC SCHOOL—*Placer County*—J. A. Filcher, Teacher. For the month ending October 14. Grammar Department:

Emma Swan, Chas. Worsley, Millie Eickie, Isabella Sawyer, Frankie McCune, Mary McDaniel, Elenora Romero, Marett Romero, Rosa Gordon, Louise Parezo, Mary Walch, Annie McCune, Rachal Jacobs, Viola Rackliff, Julia Walch, Chas. Kirk, Wm. Dickerson, Joseph Rodgers, Amiel Brood, Martin Rodgers.

Besides the above, there is a large number in the Primary Department, whose names are entitled to a place on the Roll of Honor.

SUTTER DISTRICT PUBLIC SCHOOL—*Sacramento County*—C. E. Bishop, Teacher. For the month of October:

Harry Fuller, Anna Grundon, Mary Grundon, Elizabeth Grundon, Thomas Joseph, Virginia Nooner, Sarah Lyman, Mary Lyman, George Aschenauer, Frank Aschenauer.

BRANCH DISTRICT PUBLIC SCHOOL—*Stanislaus County*—J. W. Prentiss, Teacher. For the three months ending October 28:

For one month—Percy Davis, Simeon Davis, John Morton, Andrew Reedy, Caleb Coakley.

For two months—Thos. Morton, Milton Dominici, Mary Reedy, Bell Davis, Jennie Bates, Annie Coakley.

For three months—E. L. Coakley, Annie Lang, M. A. Coakley, Maggie Reedy, Mary Morton, Charles Lang, Wm. Stolder, Mary E. McGinn.

EDITORS' DEPARTMENT.

STATE NORMAL SCHOOL.

Dr. Lucky, principal State Normal School, has arranged to deliver fifty lectures on THEORY AND PRACTICE OF TEACHING, before the pupils of the school. The subjects of the lectures are as follows:

1. Motives that should influence us in selecting Teaching as a Profession.
2. Govern yourself.
3. Know what you Teach.
4. Love what you Teach.
5. Love whom you Teach.

} Requisite for success in teaching.

6. Choice of Location, and of Grade of School.
7. Comparative Advantages and Disadvantages of country and city for developing Professional Ability.
8. Introduction to the Trustees and Parents of your District.
9. The First Day in your School.
10. School Government.
11. Methods of Discipline.
12. Classification.
13. School-room Regulations; Seating; Recesses; Punctuality; Neatness, etc.
14. Assignment of Lessons.
15. Hearing Recitations.
16. Awaking and Sustaining Interest.
17. Securing the co-operation of Trustees and Parents.
18. Primary Instruction.
19. Primary Instruction.
20. Rights of Parents.
21. Reading.
22. Reading.
23. Elocution; Declamation.
24. The Teacher's Habits and Peculiarities.
25. Orthography.
26. Geography.
27. The Teacher's Studies.
28. Grammar.
29. Grammar.
30. Composition.
31. The Teacher's Relations to his Profession.
32. Arithmetic.
33. Arithmetic.
34. Advantages of a Teacher's Life.
35. Penmanship.
36. Physiology.
37. School Architecture.
38. Relation of the different Grades of Schools.
39. History.
40. Chemistry and Natural Philosophy.
41. Teaching Morality and Patriotism; 68th Section of School Law.
42. Permanent vs. Itinerant Teachers.
43. Examinations and Exhibitions; their Uses and Abuses.
44. Comparative Excellencies of Male and Female Teachers.
45 Prizes, Premiums, etc.; their Uses and Abuses.

46. Graded Schools; their Advantages and Disadvantages.
47. Eminent Deceased Teachers.
48. Eminent Living Teachers.
49. A Teacher's Reflections on leaving his Pupils.
50. Duty to your *Alma Mater*, the California State Normal School.

ADDITIONAL LECTURES.

Method of Teaching Fractions.....B. Marks
Individuality in the Teacher.....H. P. Carlton
Kindergarten Schools.....Madame Weddingen
Laws of Health in the School-room for Teacher and Pupils..Dr. H. Gibbons
Results of Patience and Perseverance as seen in teaching the Blind.....Prof. Wilkinson
Laura Bridgman.....Principal
Successful Education of Inferior Animals.....Principal

We have the pleasure of laying before the readers of the TEACHER, as one of the Normal course mentioned above, a lecture by Madame Weddingen, of the Oakland Seminary (Madame Blake's Institution), on the subject of

KINDER-GARTENS.

The subject is important and its thorough discussion will interest every teacher in the State. Thus far California has but few Kinder-Gartens, and it is with a view to furthering the establishment of what has been aptly styled "The Paradise of Childhood," that we give the lecture of Madame Weddingen. She said:

Ladies and Gentlemen :—When I complied with the wishes of Dr. Lucky to give some explanations about the Kinder-Garten method before this assembly, I willingly assented; also, to furnishing the audience an opportunity of seeing the practical application of it in a Kinder-Garten. Without this it is hardly possible for any body to realize the scope and the great importance of this method of instruction and education, and its charm and attraction for both teacher and pupil. I have made this experience in myself, and so have many other persons who were seeking information on this method. So the prospect of seeing you in my Kinder-Garten will guide me in my remarks—which I intend to limit in some respects and to extend in others in order to render your visit as profitable as possible for you.

I may discuss the subject under two heads: 1st—In regard to the children. 2d—In regard to the teacher.

It is, even in our time, with the majority of parents a prevailing idea that children must not begin to learn before the eighth or tenth year, as the mind would then be much fresher and more ready to receive the offered food. Others, on the contrary, especially those who have to make their time remunerative, think their children must early learn to work and to study; and besides, they wish them out of the way, and the school is, in their estimation, the safest resort.

Both are partly right: but the mistakes of their theories will readily present themselves as soon as the question is examined from an anthropological standpoint—the only one from which educational questions can and should be decided, and which raises for its standard an equally harmonious and simultaneous development of body and mind, according to the laws of nature. No education that ignores or violates those laws can claim to be a rational one.

All prominent physicians agree in the assertion that the child's brain is not sufficiently strong before the seventh year to bear the strain of abstract teaching by books, without being seriously injured. The frequent brain diseases of our young children and the often occurring instances that very bright children of two and three years old are comparatively dull at seven and eight, give sufficient evidence of the correctness of the above statement, even when we admit that injudicious treatment in other directions may contribute to it.

The child itself, with its natural uncorrupted instincts, is the best guide for our ministrations to him. The infant's stretching and trampling with its arms and limbs, and later its playing with its fingers and toes, are the first evidence of the innate activity which manifests itself more and more distinctly with the increasing strength in a healthy child. The child's spontaneous play bears witness of its divine relationship to its Creator, who made man in His image, who implanted in him this longing for activity that he might follow His footsteps and carry out His plans in creation.

Therefore all we have to do as educators is to direct the energies of the child in the right channel. We must try to understand each individual child in its peculiarity and base our whole efforts on its play. For this Fröbel's genius has traced out our course quite distinctly. Nobody, before him, ever comprehended the wants of the infant's nature in its early stages so profoundly as he and discovered, like him, at the same time the means to meet them. He was a very enthusiastic pupil of Pestalozzi, but with great discrimination he perceived the deficiencies in his master's method and sought to ameliorate them. All the play and materials for their employments, as sticks, building blocks, paper, moulding clay, etc., are the child's property and were practiced upon for generations; but they were used promiscuously and without any plan or purpose—merely as a pastime. Through Fröbel's ingenious arrangement and method of teaching all these objects became actually means of instruction and improvement by which the child-mind, under a proper guidance, can develop and mature without being taxed or fatigued.

Fröbel's greatest merit and his most important improvement on Pestalozzi's method is that all the object lessons are in connection with and grow out of the children's work, and that the hands have directly to execute what the mind has conceived.

This has the advantage that in bringing several faculties at once into play, each single one is not strained much and the impressions are, nevertheless, deeper by being conveyed to the mind through different channels. Besides the hands become skilled by these manipulations for all the technical performances that may be required in after life—as in the Kinder-Garten education and through its employments the foundation is laid for the acquisition and performance of every mechanical or professional occupation, of every art and science—as talent and circumstances may suggest.

On all the playthings and materials, which are very simple in themselves, the attention of the children is especially directed to the mathematical properties, from the straight line to the more complicated figures, which they very readily find out on all the surroundings and objects that incidentally fall under their notice.

APPLICATION.

It may easily be inferred how their observative and perceptive faculties are quickened in this way, and how the eye is trained for form and symmetry, and thus prepared, aside from practical usefulness, for enjoyment in nature as well as in art; and as all the knowledge is acquired step by step by the child's own efforts and reflections, under circumstances which are connected with pleasant and satisfactory remembrances, its first experiences and conceptions of study are certainly a strong incentive to higher aspirations.

I recently read in the biography of a prominent mathematician of the seventeenth century: "The beginning of nature is identical with the beginning of geometry; the origin of natural particles is due to mathematical points, just as in the origin of lines, forms, and the whole geometry: because everything in nature is geometrical, everythiug in geometry is natural."

That expresses also Fröbel's belief, who was likewise a great mathematician, and a proficient in several branches of the natural sciences. To his intimate intercourse with nature, he owed his deep knowledge of human nature—his insight into the connection of man and nature with their Creator, and his sincere and childlike devotion. At the hand of nature, he wanted to lead the children to God.

The moral influence of work—steady, earnest work—on human nature is universally known, and is the prominent factor in the discipline of the Kinder-Garten. Exclusion from work is the only punishment in this happy republic, and even that needs rarely to be resorted to.

A great charm and valuable educational advantage, which no home education can furnish, is in the association of a greater number of children in working and playing. Mutual love and kindness, helpfulness, gentleness, forbearance and patience are strengthened, where they exist, and learned, where one or the other is wanting. The employments are changed every ten, fif-

teen or twenty minutes, according to the disposition the teacher can perceive in the children, on each individual day, for one kind of work or the other, though perseverance and steadiness are insisted upon as long as one particular lesson is continued. A chief feature in the Kinder-Garten is drawing according to Fröbel's method, on slates, blackboards, and in books, ruled in small squares, to accustom the eye and train the hand for a straight line. Part of the time, slate-drawing without the help of the lines is practiced. The great value of drawing in primary schools as a preparation for writing, is at present already so universally acknowledged, that I need not expatiate on it.

Reading and writing are, according to Fröbel's opinion, to be excluded from the Kinder-Garten, which is in Germany quite in its place, as each letter in the German language is easily recognized in the word given, and thus does not present any difficulty to the children. It is different with the English language, in which the orthoepy and orthography, with the numerous exceptions to the rules, give not only to foreigners many a puzzle to solve, but put many a stumbling-stone in the way of a native penman.

I, therefore, have adopted writing without hesitation, amongst the other exercises. I begin as soon with it as I perceive that eye and hand are sufficiently prepared. I do not pursue the regular school method, beginning with the elements and principles, as I do not aim at a perfection of the forms of the letters at this early age, but aim at the identification of object and idea with the written word.

ILLUSTRATION.

The children become so interested in the process that they often wish to write two or three slates full. One of my pupils, a bright little girl of seven years, who has come to the Kinder-Garten during the ten weeks of its existence, writes now every day her diary, without much assistance from any party. If I had my own way, I would not teach reading to children before they are able to express all their thoughts and ideas with some facility in writing. It keeps their heads certainly clearer; for the surrounding world furnishes such a variety of impressions, that the infant mind has enough to do to assimilate them, without an additional supply from books. If the children learn early to read, they are very apt to swallow their little stories one after the other, without digesting them. Much superficial reading makes lazy thinkers. The mind assumes the habit of being satisfied with indistinct conceptions, and what an injury it is we can see very easily tested by the shallowness and superficiality we meet.

In conclusion, I may mention the gymnastics and the plays and songs, in which the exercises for the development of the muscles are involved, and which, at the same time, are little

dramatic performances—an inexhaustible source of pleasure for the little performers. To a regular training of the voice by scale singing, ten minutes are also devoted every day.

I have refrained from entering into any details about the application of each single material, as it would have obliged me to claim your attention too long, without being able, from reasons stated in the beginning, to gratify your expectations.

From the aforesaid, it may easily be inferred that this kind of teaching requires a teacher of mature judgment and intuitive perceptions of the child's nature. A quotation from Miss Peabody's work on Kinder-Garten education may be here in its place.

"The greatest difficulty about object-teaching is, that it requires personal training and wide-awake attention in teachers, of a character much more thorough than they commonly have. When it shall become general, as it certainly must, it will no longer be supposed that an ordinary person who can read and write, and is obliged to do something for a living, will be thought fit to keep a school for small children! The present order of things will be reversed. Ordinary persons, with limited acquirements, will be obliged to confine themselves to older pupils who are able to study books, and only need to have some one to set their lessons and hear them recited; while persons of originality and rich culture will be reserved to discover and bring out the *variety*, various genius and faculty which God has sown broadcast in the field of the race, and which now so often run into the rank vegetation of vice, or wastes into deserts of concentrated mediocrity. Then this season of education will command the largest remuneration, as it will secure the finest powers to the work; and because such work cannot be pursued by any one person for many years, nor even for a short time, without assistance, relieving from the ceaseless attention that a company of small children requires, for little children cannot be wound up to go like watches; but to keep them in order, the teacher must constantly meet their outbursting life with her own magnetic forces; while their employment must be continually interchanged, and mingled with their recreations."

Children ought to continue these Kinder-Garten exercises from the age of three to nine; and if faithfully taught, they could then go into what is called scholastic training, in a state of mind to receive from it the highest advantages it is capable of giving; free from the disadvantages which are now so obvious as to have raised, in our practical country, a prejudice against classical education altogether.

Department of Public Instruction.

OFFICIAL JOURNEYINGS.

LOS ANGELES COUNTY TEACHERS' INSTITUTE.

The State Superintendent enjoyed the pleasure of attending the Los Angeles County Teachers' Institute, held in the city of Los Angeles, commencing on Wednesday, October 26th. This was the first Teachers' Institute ever held in that county, and was decidedly successful. Superintendent McFaddin had made his arrangements for the occasion judiciously, and the excellent programme of exercises was admirably executed. There was a sustained interest throughout the session. It would be invidious to discriminate in noticing the efforts of particular individuals where so many did so well. The proceedings gave evidence of scholarship, earnestness, experience, reading and reflection on the part of the teachers. The addresses and essays read were above the average in ability, though of unequal merit, ranging from very good to not good at all. The illustrative exercises in methods of teaching were notably good in some instances. The high-toned courtesy and cordial kindness that marked the proceedings and social intercourse of the members of the Institute were all that could be desired. It is a proper cause of congratulation that the work of public school instruction in Los Angeles county is in such good hands. It was remarked by one of the leading members of the Institute that the teachers of the county did not know their own strength until this occasion drew them together.

The State Superintendent has one thing to regret in connection with this Institute, and that is, that he did not improve his opportunity in his address to urge upon the people of the city of Los Angeles the duty of building a new first-class Union Grammar school house. It was his intention to do so, but somehow he was switched off upon another track. Such a structure is a necessity for that beautiful, hospitable and flourishing place. Such an enterprise would prove the best investment that could be made. The public school houses now in use are inadequate

ace, much less those of the future. Let a delinquent official here say to the citizens of Los Angeles what he failed to say when he spoke to them face to face: BUILD THAT NEW SCHOOL HOUSE!

ent is

indebted for numerous courtesies which are hereby gratefully acknowledged. If the foregoing allusions to the Los Angeles county Institute are somewhat *Rose*-colored, the reader will know how to account for the fact. Visiting schools with such a companion, in delicious weather, driving through orange groves and vineyards, is not hard official work—rather it is the poetry of the Superintendency.

The Secretary will remember his promise to furnish the proceedings for the TEACHER.

SAN BERNARDINO COUNTY TEACHERS' INSTITUTE.

From Los Angeles the State Superintendent went to San Bernardino to attend the Institute called by Superintendent Brooke for that county. The session began on Tuesday, November 1st, and the interest increased steadily up to the time of the State official's departure on Thursday morning. The daily exercises, though not largely attended, were neverthelss interesting and instructive. The evening sessions were attended by large crowds, whose respectful attention and frequent applause indicated their profound interest in the subject of popular education. By invitation, the members of the Institute visited the private school of Mr. S. Bergel—a school which, the State Superintendent does not hesitate to say, will not suffer by comparison with any in California. Mr. Bergel's methods of teaching penmanship and geography were unique, and the results remarkable. The thoroughness of the training given his pupils in the history and morals of the Jewish Scriptures indicated in Mr. Bergel a diligence and talent rarely combined in the same individual. This visit to Mr. Bergel's school was not the least profitable part of the Institute. Superintendent Brooke made a very happy arrangement of the material at his command, and deserved the measure of success achieved. From various causes the public schools of San Bernardino county have not hitherto been as well organized as could have been desired. But there is now a small body of earnest and able teachers at work there, who are progressive in spirit and fixed in their purpose to keep up with the wants of the people and the demands of the times. One of the chief wants of San Bernardino county is a good public school house at San Bernardino. This want will doubtless be provided for at an early day, judging from the response made to the State Superintendent's appeal in behalf of that enterprise in his addre on Wednesday evening.

A private school has just been opened in San Bernardino by two young ladies recently from Iowa—Misses Snell and Loomis. They are evidently ladies of culture and refinement and possessed of that zeal for the cause of education so indispensable in a teacher. They were the State Superintendent's pleasant companions in a memorable stage-coach ride, and he hereby expresses his earnest wish for their success both for their pupils' sake and their own.

Of San Bernardino it can truly be said, that no people could treat a State school official more hospitably or work him harder. The State Superintendent's recollections of his visit are altogether pleasant: if the future should develop the fact that any good has resulted from his visit, his pleasure will be further enhanced.

STATE UNIVERSITY—ORGANIZATION OF THE COLLEGE OF MECHANICS' ARTS.

The College of Mechanics' Arts in the University of California was organized on November 12th at the Mechanics' Institute Hall, San Francisco. Hon. John W. Dwinelle, in behalf of the Board of Regents, delivered an address, setting forth the nature, scope, and aims of a University, and particularly the past work and future purposes of the one so recently begun in this State. We hope to be able to secure this for publication in our next issue. Prof. Joseph LeConte, the gentleman named to inaugurate the course of forty lectures which are to be delivered one each consecutive Saturday evening before this college, was then introduced. His subject, Geology, was discussed: First, in a general manner; then some wonderfully curious and striking parellelisms between Geology and Astronomy were presented; and finally, one "TIME-WORLD," the "COAL MEASURES," was taken up—and really the subject of Geology received new and more beautiful proportions. To say the lecture was accurate in statement and scientific in treatment, would be to give a very inferior notion of its character. It had these and more—it was made sufficiently popular to be understood by the unscientific, and adorned with a beauty of illustration and imagery that held the audience spell-bound.

At the conclusion of the lecture and during the following week, upwards of five hundred persons enrolled themselves as students of the College of Mechanics Arts.

Book Table.

ELEMENTS OF ASTRONOMY: Accompanied with numerous Illustrations, a colored representation of the Solar, Stellar, and Nebular Spectra, and Celestial Charts of the Northern and the Southern Hemispheres. By J. NOUNAN LOCKYER, Fellow of the Royal Astronomical Society, Editor of "Nature," etc. New York: D. Appleton and Company, 90, 92 and 94 Grand street. 1870.

Perhaps no study of the ordinary school or college is laid aside with as little satisfaction to the student as is the case with astronomy. A thorough mastery of the science requires on the part of the learner such knowlege and skill in mathematics, to say nothing of acquaintance with the general laws and phenomena of nature and of what one might term the scientific use of the imaginative faculty, that in the very nature of things "*Elements*" on such a subject must prove in a measure barren and unsatisfactory. The author of the volume before us brings both knowledge and skill to overcome as fully as may be the difficulties in question. The choice of matter and the arrangement adopted are such as are likely to have a strong bearing in producing this result. The American reprint is, in some points as regards matter, superior to the English work. The typography is clear and handsome. A. Roman & Co., San Francisco.

CORNELL'S PHYSICAL GEOGRAPHY: Accompanied with nineteen pages of Maps, a great variety of Map-Questions, and one hundred and thirty Diagrams and Pictorial Illustrations: and embracing a detailed description of the Physical Features of the United States. By S. S. CORNELL, Corresponding Member of the American Geographical and Statistical Society. New York: D. Appleton and Company, 90, 92 and 94 Grand street. 1870.

This work is creditable to both author and publishers. It is an addition and a most valuable one to the well known *Cornell Series*. The special excellencies might be summed up thus: Clear, correct, comprehensive knowledge of the subject, presented in such a style as to make the book very pleasant reading. To this may also be added a number of decidedly superior maps, diagrams, etc., illustrative of the text. Teachers will not regret the publication of Cornell's Physical. A. Roman & Co., San Francisco.

SCRIBNER'S MONTHLY.

"Hours at Home" and "Putnam's Magazine" have been merged into a family magazine with the foregoing title. The opening article of the initial number is a poem bearing the double head of "Jeremy Train—His Drive." It has musical play, rhyme, rhythm, and is told with such sustained interest, and has such a ludicrous catastrophe that certainly he who begins to read will go through—and be pleased thereby. And yet, considering the point of "Family Magazine" set forth in the prospectus, it is worthy of some meditation at least before yielding one's approval of a story, in which Vice indeed is completely *overthrown*, yet in order to achieve the happy result the task required of Virtue is such that in performing it a grave question arises—*has she not already ceased to be Virtue?* One other article, "The Bondage of the Pulpit," deserves special mention—and for its excellence. The remaining articles, editorial lucubrations, book notices, etc., make some very fine magazine reading. Subscription price $3 a year. Address Scribner & Co., New York.

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Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

Arithmetic—Eaton's Higher.
English Grammar—Brown's.
Geography—Monteith's.
Reading—Willson's Readers.
Orthography—Willson's.
Moral Lessons—Cowdery's.
Geometry—Marks' Elements.

JUNIOR CLASS—*Second Session.*

Algebra—Robinson's Elementary.
English Grammar—Brown's, and Greene's Analysis.

Rhetoric—Boyd's.
Physiology—Cutter's.
U. S. History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's.
Natural Philosophy—Steele's.
General Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

SENIOR CLASS—*First Session.*

Arithmetic—reviewed.
Algebra—reviewed.
Physiology—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Natural Philosophy—Quackenbos'.
Rhetoric—Boyd's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's Double Entry.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

GENERAL INFORMATION.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Books for reference will be supplied by the School.

Good boarding can be obtained in private families at from twenty-five to thirty-five dollars per month.

REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year.

The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June.

CALENDAR FOR 1870–71.

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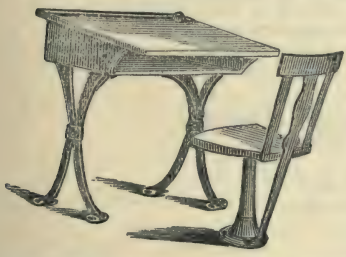

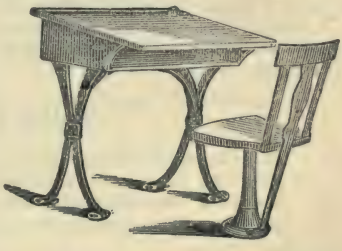

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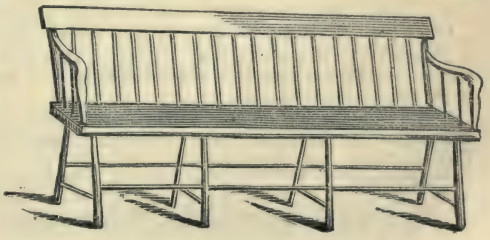

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THE

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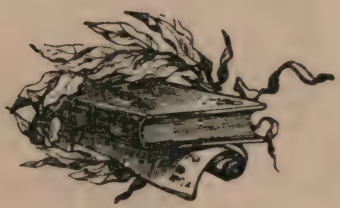

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NO MORE CORPORAL PUNISHMENT IN THE LINCOLN GRAMMAR SCHOOL.

THERE is probably not another public school in the United States so unfavorably circumstanced for the abolition of corporal punishment as the Lincoln Grammar School.

With regard to the matter of corporal punishment the children who attend public schools, exclusive of high and evening schools, are divided into grammar school girls, primary children and grammar school boys. Corporal punishment may be considered as practically abolished in girls' grammar schools; it has been formally abolished in the primary schools of New York City and, until at least a very recent date, has been permitted in the boys' grammar schools. This is the class of boys that furnish most of the argument in favor of corporal punishment at school.

The Lincoln Grammar School contains, when full and it is *always* nearly so, over 1,250 boys of this class. They are taught by 22 teachers and one Principal. Of the 22 teachers only two are men, and they are employed in preference to women for only one reason, viz: the necessity of having a man in charge of each of the two yards. The largest boys' grammar school of New York has only about half as many boys with three times as many men-teachers. The largest school in St. Louis has 1,200 pupils. Of these only 700 are boys and not more than about 250 of them belong to this troublesome class. It therefore becomes a matter of unusual interest to note how a school of over 1,250 of the most troublesome kind of pupils can be well governed without the rod by a corps of women-teachers who have imposed upon them a larger number of pupils to each than is the rule in any other principal city of our country.

In the earlier days of our city schools each teacher was invested, at least *de facto*, with full authority to punish corporeally. In time it became evident that although the power to punish was rarely abused with any degree of flagrancy, yet even the *few* cases might be diminished in number by restricting the power to inflict corporal punishment to the Principals of the several schools. This restriction was made, but the Principals were allowed to invest with the same power any assistant for general or special reasons. Assistants received this power from the Principals, generally, for limited times and for the sake of particular pupils, but it did sometimes happen that they received it on account of their self-acknowledged inability to govern without it: the reason invariably assigned for such inability being *inexperience*, the very reason, above and beyond all others, why they should *not* be intrusted with the power in question. Still later, without any real or even apparent cause for the action, the Board of Education deprived the Principals of the power of investing their assistants with the authority to punish. It was this last regulation that impelled me to hasten by several months the entire abolition of every punishment having the semblance of inflicting pain upon the body. To compel boys, the average of whom constantly brought my own little son before my eyes, to hold out their hands for me to strike with a ratan; to gauge the intensity of the pain I was inflicting by watching the quivering lip and moistened eyelash, was revolting enough when I was compelled to do only a part of it, but it became utterly unbearable when I was called upon to do the whole for twenty-two teachers. And besides the immediate and direct violence to every feeling of humanity involved, I felt with greater force than ever before how far below the policeman's or turnkey's duty, in dignity and in decency, was that of the Principal of a boys' grammar school.

I ought here to say, as a matter of justice to my uncommonly efficient corps of assistants, that the amount of forbearance towards troublesome boys exercised by the teachers of this school before they condemned a boy to punishment was surprising to me and in the highest degree honorable to them. It was more than the parents of the boys would themselves have exercised, and more than the great public could be made to believe or give them credit for.

It is pertinent to remark here, also, that during my administration there were only two classes of offences for which a boy was liable to be punished on being guilty but once or twice. These were *truancy and direct, open and defiant disobedience*. I never struck a boy even once in my life for failure in lessons, although I have repeatedly been requested to do so by fathers and mothers. No offence, other than the two above mentioned, was considered sufficiently heinous to call for punishment on a first or second commission of it. In at least nineteen

cases out of twenty, to keep well within the bounds of moderate statement, the pupil was punished, not for one or two offences, but for a long-continued course of wrong-doing persisted in after many admonitions and some threats.

The theory upon which is based our new style of discipline may be deduced from a consideration of the following facts: Whenever it becomes desirable to bring to bear upon a pupil a particularly strong influence the question arises as to whether that influence shall be exerted by the school or the home. In all difficult cases the influence is one of *fear* and not *hope* of *reward*. If the *teacher* attempts to exert this influence he has only one means in reserve, viz: corporal punishment, for he has already, presumably, exhausted all those means which consist in deprivation of privileges, because, at school, these are few. He substitutes a little transient physical pain at school for a great deal of permanent mental pain at home. He *assumes* responsibility which is *imposed* by Nature upon the parents; for the duty of the teacher is to teach the pupil and the duty of his parents is to make him teachable. By unwisely assuming this responsibility he releases the parents from all exertion and thus loses their coöperation. We, therefore, secure the coöperation of the parents by absolutely and in terms refusing to bear their burdens. "If you cannot keep your boy in teachable condition you may invoke extra assistance from the State, but you have no right to demand it of me." "If your child is a cripple and cannot get to the school-house you may ask the authorities to provide conveyance, but you cannot demand that I shall carry him to school." "If your child is deaf and dumb you may ask the Government to furnish you with extra educational facilities, but you cannot demand that I shall give him the use of his organs." "The dustman, employed by the city, will take away the dust and ashes provided the householder does his duty and has his box of refuse in the right place at the right time, but no one is so unreasonable as to require the dustman to make the ash-box fit for use or to fill it himself from the various parts of the house." In short we claim that parents have duties and that they shall not impose them upon us. We are willing that the parents shall bring to our work-shop the very poorest material, but we demand that it shall be in workable condition. We are willing to take a vast amount of trouble to *prepare* their material for successful working, but we demand that they bring it to us *fit to be so prepared*.

In practice it works thus: We continue our system of checks and credits in deportment as heretofore. Probably more than a generation will pass away before the average of teaching skill will be sufficiently high to dispense with it. But whenever a pupil has been guilty of a long series of annoyances and all possible appeals and admonitions have been tried in vain; or when a pupil has been guilty of pointed defiance to authority,

direct disobedience, insolence, a disrespectful demeanor, or of any conduct which, under the former regimé, would have been deemed sufficient cause to condemn him to have his hands beaten with a ratan; in brief, whenever a pupil manifests a disposition which is plainly in conflict with the purpose for which a school is organized, he is required to remain after school. After all other duties are fully discharged he is called to the teacher's desk and a very full record is made, in a book devoted to the purpose, of the disposition he has manifested, the offences he has committed, the length of time this sort of conduct has been continued, and such other items and remarks as would set forth clearly to a stranger the characteristics of the culprit. This book is kept ledger-fashion in so far as to devote a whole page to one boy. This record is read to him and he is dismissed after being told that it is made preparatory to taking legal measures for his expulsion from school. Of course this formal, semi-legal transaction affords the teacher an unusually solemn and effective opportunity to make still another appeal to his discretion, if not to his feelings. If it come to the worst and he renew his evil course next day, next week or next month, another record is made and his parents are called upon by the teacher with the record. Here is where the pressure comes. Instead of a grave offence or a long course of petty annoyances entirely condoned by a little pain at school which is all over in a few minutes, he has the trouble brought to his home. It confronts him after school, bothers him at the supper-table, troubles him all the evening, reappears at breakfast, takes from his comfort Saturdays, Sundays and vacations, and costs him the most prized of his home privileges. It is surprising how many exceedingly troublesome cases are entirely cured at this stage. But let us suppose a given case to be only temporarily cured. This visit to the parents and the resulting promises are duly recorded on the same page. In order to make out a very strong case, after several more records are made the parents are visited again and another effort made to retain him at school. If he still prove unmanageable he is formally suspended, not expelled, from school. If his parents have not yet put forth their full power the trouble they will now have to get him restored for farther trial will be likely to urge them to their best endeavors. The boy may be accepted and tried again; in which case his suspension and farther trial are recorded, but this is the last. If he prove still incorrigible he is finally expelled. The disposition to be made of boys thus finally expelled is a question whose importance depends upon their number. The probabilities are that not ten boys will have to be expelled from this school, but even if there be twenty, will it not be far preferable to make some special provision for them than to again resort to the debasing, brutalizing custom of beating?

The keeping of the account adds vastly to the power of the

teacher, and as the reliability of the teacher becomes a *necessary* assumption, her influence and power are greatly increased.

BERNHARD MARKS.

LOS ANGELES COUNTY TEACHERS' INSTITUTE.

FIRST DAY.

The Teachers' Institute of Los Angeles County met at School House No. 2, in the City of Los Angeles, on Wednesday, October 26th, 1870.

The Institute was called to order by Wm. M. McFadden, County Superintendent. P. C. Tonner was elected Secretary; Dr. T. H. Rose and Rev. S. M. Adams were elected Vice Presidents.

On motion, the following committees were appointed: On Programme—Dr. T. H. Rose, Miss McArthur, Miss Bengough, Mr. J. W. Ginn, Mr. F. S. Buckman. On Music—Miss Anna Casad, Miss Madegan and Mr. F. S. Buckman. On Resolutions—Prof. Lawlor, Dr. Rose and P. C. Tonner. On Textbooks—Miss Bengough, J. R. Brierly and Volney S. Staley.

On motion, the Chair appointed Mrs. S. D. Loup and Mrs. M. F. Pattangall critics for the afternoon session.

Adjourned to meet at one o'clock.

AFTERNOON SESSION.

Institute met at one o'clock. County Superintendent McFadden in the Chair. The report of the Committee on Programme was received and adopted, and the Committee was continued to report from day to day during the continuance of the Institute.

After roll-call, prayer was offered by Hon. O. P. Fitzgerald. At this point in the proceedings the County Superintendent vacated the Chair, after having introduced Hon. O. P. Fitzgerald, State Superintendent. The formal introduction of the State Superintendent was greeted with applause. The Chairman called for the report of the Committee on Music; the call was responded to by the Institute singing "America."

Next in order was a lecture on "Theory and Practice of Teaching," by Dr. T. H. Rose. The subject was treated in a new and highly interesting manner. It received the close attention of the Institute, and was warmly applauded at the close. Many of the salient points of this lecture gave rise to discussion, which was participated in by the State and County Superintendents, S. M. Adams, Prof. Lawlor and others.

Mrs. J. S. Loup read an able and instructive paper on "Intellectual Arithmetic," after which she formed a volunteer class, consisting of Messrs. Ginn, Lawlor, Rose and McFadden, to illustrate her method of teaching that portion of mathematics. The exercise was very instructive. County Superintendent McFadden exemplified his method of introducing the subject of

mental arithmetic to young children. He had an ingenious contrivance of spools arranged on a string, by which he made all his primary instruction in arithmetic partake of the nature of an object lesson. Much merriment arose from the string method of simplifying arithmetic.

State Superintendent suggested the question of a "Text-book" on the subject under consideration. Stoddard's Intellectual Arithmetic was highly spoken of by Miss Bengough, Messrs. Rose, McFadden, Dubois and the State Superintendent.

Recess for five minutes.

P. C. Tonner spoke on the subject of Reading and Elocution, during which he recited Poe's "Raven" and "Tell's Address to the Mountains," after which the Institute adjourned to meet at nine o'clock the following day.

SECOND DAY.

THURSDAY, October 27th, 1870.

Pursuant to adjournment, the Institute was called to order by Superintendent McFadden. After roll-call, the Institute was opened with prayer by Hon. O. P. Fitzgerald. The Critics' report was called for. No report was submitted. The further appointment of Critics was dispensed with. State Superintendent in the Chair.

Minutes of previous day were read and approved. An admirably written essay on "School Government in its Relation to Future Citizenship," was read by Superintendent McFadden. Elegant in style and exhaustive in treatment, it received well merited applause. Mrs. J. S. Loup thought the essayist gave too much prominence to the "*argumentum ad baculum*" in governing a school. She assailed his position in this particular in a neatly worded protest against the indiscriminate use of the rod. The Institute was divided on this subject. The moral suasionists and muscular teachers defended their respective creeds with much vigor. The State Superintendent was on the fence, but leaned decidedly to the moral suasion side.

Next in order was Reading and Elocution by P. C. Tonner. The Institute discussed the subject at considerable length. An essay on Music, by Miss Anna Casad, was well received. The Secretary here tenders his apology for not making further comment, as he was so entertained by the elegance of the diction and refinement of its sentiment that he involuntarily dropped his pen, and did not resume it till roused from his reverie by the rapturous applause of the Institute. Lest the poesy of Miss Casad's essay might unduly elevate the feelings of members, Prof. Read delivered a lecture on "Scolding," after which the Institute adjourned to meet at two o'clock P.M.

AFTERNOON SESSION.

State Superintendent in the chair. The Committee on Music entertained the Institute as a preparation for the greater delight

it was to experience from Mr. Volney S. Staley's illustration of Practical Penmanship. Mr. Staley admires the Payson, Dunton & Scribner system of Penmanship, and is a proficient in it. His exercise was pleasing and instructive.

Professor Lawlor was introduced and explained his method of teaching arithmetic. He proved quite conclusively that he was a rapid and accurate arithmetician. The Secretary was so desirous of studying the Professor's system that he failed to keep extended minutes of the exercises.

After a recess of five minutes, Mr. F. S. Buckman delivered a discourse on the subject of Teaching. He approved of the word system in teaching reading, and the object method in all the studies pursued in the schools.

Mr. J. M. Ginn was next introduced, and read a paper on "Superficiality." His subject did not intimate its mode of treatment. It was generally considered the best paper read before the Institute. An original poem, entitled "Los Angeles," was read by P. C. Tonner, after which the Institute adjourned to meet at half-past seven in the Congregational Church.

EVENING SESSION.

The Institute convened at the Congregational Church, Superintendent McFadden in the Chair. Ex-County Superintendent Barrows presided at the organ, and the Committee on Music treated the Institute to the glorious old "Star Spangled Banner."

The President introduced the State Superintendent to the Institute and its invited friends. The introduction was greeted with enthusiastic and prolonged applause.

The State Superintendent spoke about an hour on "Popular Education." He was frequently interrupted by discriminating and well merited applause. After singing, the Institute adjourned to the parlors of the Bella Union Hotel, where Superintendent McFadden acted mine host so generously that Secretaries were voted a nuisance, consequently the order of exercises of this most pleasant portion of the Institute must be omitted.

THIRD DAY.

FRIDAY, October 28th, 1870.

The Institute was called to order at nine o'clock, Superintendent McFadden in the Chair. After roll-call, prayer was offered by Rev. S. M. Adams. Singing by the Institute.

The subject of Grammar was introduced by Mr. John B. Du Bois, and it was treated in a masterly manner. Discussion of same subject was opened by Professor Lawlor, and participated in by others. After a short recess, the subject of Grammar was resumed and discussed by Messrs. Du Bois, Ginn, Adams, Lawlor and others.

Geography was the subject of some very sensible remarks by Mr. J. R. Brierly.

"Something to Live For," an essay by Miss Harned, received the attention and applause of the Institute. At this point in the proceedings, Mr. J. B. Du Bois was added to the Committee on Resolutions. Adjourned to half-past one o'clock.

AETERNOON SESSION.

County Superintendent McFadden called the Institute to order, after which he invited Dr. Rose to the Chair.

An essay on "School Government" was read by W. S. Reavis. Some of its main features were discussed by Messrs. McFadden, Brierly, Kremer, Rose and Reavis. A class exercise in spelling was conducted by Miss McArthur. Miss Bengough, Miss Russell, Mrs. Atherton and Superintendent McFadden formed a volunteer class, that Miss McArthur might illustrate her method of teaching spelling. The exercise occasioned remarks from many of the teachers, all speaking in the most complimentary manner of Miss McArthur's method of instruction.

The next exercise was an essay on "Object Teaching," by Miss Bengough. Many original thoughts were presented, and enjoyed by the Institute.

Mrs. Louisa Carter was introduced, and read "A Plea for the Little Ones." A well written and feelingly read remonstrance against "the gum-switch dispensation," it was an appropriate conclusion to a profitable Institute. This being the last exercise on the programme, the minutes were read and approved.

The Committee on Text-books submitted the following:

Resolved, That we believe the changes which have been made by the State Board of Education in the State series of Text-books, of Readers, Geographies and Arithmetics, will be beneficial to the pupils and teachers of the public schools, and to the parents of the children.

Resolved, That the Text-books now in use are not adapted to teaching History in our public schools, and we hope a change will be made, and only one book authorized for ungraded schools.

Resolved, That Monteith's First Lessons in Geography should be added to the State series of Text-books.

Resolved, That all Text-books should be furnished scholars by the Districts.

The two first resolutions were unanimously adopted. The third was rejected by a decided majority, and the fourth was defeated by the casting vote of the Chairman.

The appropriate Committee submitted the following resolutions, which were adopted:

Resolved, That the members of this Institute are under obligations to the Hon. O. P. Fitzgerald for the impartial manner in which he presided over the Institute during his stay among them, and they deeply regret that professional duty called him from among them before the close of the Institute.

Resolved, That our excellent County Superintendent, Wm. M. McFadden, has our cordial sympathy in his efforts to advance the interests of education in this County; and further, that we return our sincere thanks for his hospitable treatment of us as a body.

Resolved, That we tender our thanks to the Trustees of the Congregational Church for their kindness in allowing us the use of their comfortable building for our evening exercises.

Resolved, That we highly appreciate the favor the proprietors of the Bella

Union Hotel conferred upon us by allowing us the use of their parlors for our reunion.

Resolved, That the uniform courtesy of the press in reporting our proceedings has been gratifying; and further, that Captain Beane, of the *News*, deserves our especial praise for his constant attention at his desk.

Resolved, That we consider the salary of our County Superintendent entirely insufficient, and a most unworthy compensation for performing the duties of so responsible and important an office.

Resolved, That the Secretary of this Institute is instructed to forward the foregoing resolutions, together with the daily minutes of the Institute, to the editor of the CALIFORNIA TEACHER for publication.

Dr. T. H. Rose congratulated the teachers on the harmonious success of their labors. The session was then closed with prayer by Rev. Mr. Hough, and the Institute adjourned *sine die*.

P. C. TONNER, Secretary.

SAN BERNARDINO COUNTY TEACHERS' INSTITUTE.

The third annual Teachers' Institute of San Bernardino County was held at the Church of Latter Day Saints, in pursuance to notice, November 1st, 1870, H. C. Brooke, County Superintendent, presiding. The daily session of the Institute opened with prayer by Hon. Dr. O. P. Fitzgerald, State Superintendent. Hon. O. P. Fitzgerald was called to the Chair as presiding officer of the day. On motion, Henry Wozencraft was duly appointed Secretary of the Institute.

The following Committees were appointed, viz: Resolutions —Messrs. W. A. Knighten, Dr. Johnson and J. P. Caldwell. Questions—S. Bergel, Miss Mary Snell, and W. L. Ragsdale. Music—Misses Florence Woodman, Nettie Daley, Laura McDonald and Dora Loomis. Finance—Messrs. Henry Wozencraft, A. D. Boren and H. C. Hubbell. Critic—H. Goodcell.

Mr. H. C. Brooke, being called upon, gave quite an appropriate explanation in regard to the different classes of teachers, and their objects in getting classes to teach, and also the duty every one owes toward the Institute during the session.

AFTERNOON SESSION.

Meeting called to order, Hon. O. P. Fitzgerald presiding. Roll called, and the teachers all punctual in attendance. Minutes of morning session read and approved. On motion, the subjects for discussion, as arranged upon the programme for the day, were inverted. All teachers present expressed themselves freely upon the different subjects, and also those that were present, not engaged in the profession, participated in the discussion. The subject, "Should Morality be taught regularly or incidentally?" was laid over until a more convenient time for discussion.

Mr. S. Bergel extended an invitation to visit his school. The Critic for the day reported, giving quite an interesting criticism of the day's transactions. Daily session adjourned at the time designated until evening session, 7 P. M.

EVENING SESSION.

The evening session met pursuant to adjournment, Hon. O. P. Fitzgerald presiding. After prayer, the following essays and addresses were delivered:

Essay by W. L. Ragsdale, "On Education and True Patriotism." Essay by John Brown, Jr., "Selecting a Profession." Address by A. D. Boren, "We Must Educate."

The Institute then adjourned until Wednesday morning, Nov. 2d, at 9 o'clock.

SECOND DAY.

WEDNESDAY, November 2d, 1870.

The Institute assembled at ten and a quarter A. M., owing to the visit to Mr. Bergel's school, Hon. O. P. Fitzgerald presiding. After prayer, roll called, and minutes of previous session read and approved.

Resolution handed in, read, and referred to Committee on Resolutions. "The best Method of Teaching Grammar," and "The Co-education of the Sexes," were discussed by a majority of the teachers and others present.

M. H. Goodcell suggested that a picture, containing the likenesses of the members of the Institute, be taken and presented to the State Superintendent, Hon. O. P. Fitzgerald, before his departure. Carried.

AFTERNOON SESSION.

The Institute convened at the time designated. Meeting called to order by Hon. O. P. Fitzgerald. Roll called, and teachers all punctual in attendance. Minutes of morning session read and approved.

On motion, W. C. Knighten appointed Assistant Secretary.

On motion, adjourned for the picture.

Institute resumed its session at 3 o'clock P. M. The subject, "The best Method of Teaching Orthography," was thoroughly discussed by all the teachers present and others.

On motion, a Committee on School Furniture was appointed, as follows: Messrs. H. C. Brooke, W. A. Knighten and S. Bergel. Committee on Text-books—Messrs. W. A. Knighten, H. Goodcell and W. J. Curtis.

Mr. Bergel entertained the Institute with a description of Joseph and his Brethren in Egypt, by one of his pupils, Master Sol. Franklin. The part was well performed to the gratification of all present.

"The best Methods of Teaching Geography" and "History of the United States" were thoroughly discussed by a majority of the teachers present. The Critic for the day reported, and the Institute adjourned until 7 P. M.

EVENING SESSION.

The evening session was held pursuant to adjournment. Meet-

ing called to order, H. C. Brooke presiding. Hon. O. P. Fitzgerald was then introduced. The address delivered by the Honorable gentleman was well adapted for this section of California, it being principally upon the dilapidated condition of the school houses, the duty of Trustees, &c.

The Institute then adjourned until morning session.

THIRD DAY.

THURSDAY, November 3d, 1870.

The third daily session of the Institute met at 10 o'clock A. M. H. C. Brooke presiding. Prayer by the Rev. M. W. Glover. Roll called, majority of the members present. Minutes of previous session read and approved. W. A. Knighten appointed Critic for the day.

The subject, "Should Vocal Music be Taught in Public Schools," was opened by Dr. T. P. Montgomery with a few appropriate remarks in its behalf, providing it be taught properly, followed by other members present.

The next question, "How can we best Secure the Attention of Classes?" was taken up with a great deal of interest, W. J. Curtis leading in the discussion.

The Critic called upon to report. Several points presented by the Critic were criticised by different members. Institute adjourned until half-past one o'clock.

AFTERNOON SESSION.

The afternoon session of the Institute convened at the time designated. Meeting called to order by President H. C. Brooke. Roll called.

The subjets, "How can Natural Philosophy be Adapted to Public Schools?" and "The best Method of Teaching Reading," were discussed with a great deal of interest by all present.

After the time limited for recess, the Institute resumed its session.

The subjects, "How can we Prevent Tardiness in Schools?" and "Are Exhibitions a Benefit to Public Schools?" were discussed with a great deal of interest. The Critic for the day reported. Institute then adjourned until 7 o'clock P. M.

EVENING SESSION.

The evening session convened at time designated. Prayer by the Rev. A. L. S. Bateman. J. P. Caldwell then addressed the Institute with a few appropriate remarks, followed by H. Goodcell with an essay entitled "The Pleasures and Rewards of a Teacher." Miss Edith Martin, essay, "Press Onward." W. A. Knighten, essay entitled, "Our Cause." Institute then adjourned.

FOURTH DAY.

FRIDAY, November 4th, 1870.

Institute convened pursuant to adjournment, H. C. Brooke

presiding. Session opened with prayer by Rev. W. Monk. Roll called, majority of the teachers present. Minutes of previous session read and approved. W. L. Ragsdale appointed Critic for the day.

The subject, "How can Composition be Taught to Advantage?" was thoroughly discussed.

The next question, "Do Calisthenics Benefit Country Schools?" was opened by Dr. T. P. Montgomery giving a full illustration of exercises that should be practiced in all schools, followed by W. L. Ragsdale. The subject, "Should Physiology be Taught in Public Schools?" referred to afternoon session. Critic's report read. Institute then adjourned until half-past one o'clock P. M.

AFTERNOON SESSION.

Afternoon session of the Institute convened at time designated. Roll called, majority of the teachers present. Resolution offered by R. H. Curtis referred to Committee on Resolutions.

The subject of "Physiology" was discussed with a great deal of spirit by Dr. T. P. Montgomery, W. A. Knighten and others.

Discussion of miscellaneous questions continued with a great deal of interest.

Mr. H. Goodcell reported that the Church of Latter Day Saints was engaged for a festival to be held on Saturday, Nov. 5th, 1870. On motion, the Institute agreed to assemble at the City District School-house for the purpose of holding their last day's session. The Rev. M. W. Glover, in behalf of the Union Sabbath School, extended an invitation to the members of the Institute to partake of a repast on Saturday, at 12 o'clock. The Critic reported for the day's session.

EVENING SESSION.

The evening session of the Institute convened pursuant to adjournment. Prayer by Rev. M. W. Glover.

Dr. T. P. Montgomery then addressed the Institute upon "Physiology," giving a thorough illustration of the subject in all its branches. Hon. A. D. Boren then followed with a few appropriate remarks on "Education," and the "Erection of School-houses." Institute then adjourned until morning session.

FIFTH DAY.

SATURDAY, Nov. 5th, 1870.

The fifth daily session of the Institute, commenced at the City District School-house in pursuance to adjournment. Roll called —majority of the members present. Minutes of previous session read and approved. On motion, the subject for discussion was deferred until a convenient time for discussion. The Committee on School Furniture reported as follows, and the same adopted:

We, the Committee on School Furuiture, would respectfully submit, that upon inspection we find that the schools are not furnished as they should be, with the proper appliances for the successful instruction of scholars. That in the opinion of the Committee, there should be provided better seats and desks, and that outline maps, charts, globes, &c., should be regarded as a necessity in every school-house.

N. C. Brooke,
Chairman of Committee.

The Committee on Resolutions reported as follows, and the same adopted:

Resolved, That we as a Teachers Institute, do return to the great Author of our being, our most profound and heart-felt thanks, for the great privileges enjoyed at the present session.

Resolved, That we as an Institute, recommend that every public School Teacher should subscribe for our professional organ, the "California Teacher."

Resolved, That the interest shown in behalf the cause of Education, by the Hon. O. P. Fitzgerald, State Superintendent of Public Schools, shall be reciprocated in our endeavors to be more faithful and constant in the pursuit of our studies, that we may be better prepared to discharge the great responsibilities that rest upon us as teachers.

Resolved, That it is the sense of this Institute, that every member of the profession in this County, should be in attendance at the County Institute, or give a good and sufficient reason for his absence, and without such reason the law should be enforced.

Resolved, That we tender our most sincere thanks to the Trustees of the Church of Latter Day Saints, for their kindness in allowing us the use of their pleasant and spacious building for the Institute.

Resolved, That we do hereby tender to the Revs. A. Whittock, A. L. S. Bateman, M. W. Glover, and Wm. Monk, our heart-felt thanks for their kind attendance at our session of this Institute.

Resolved, That we as a Teachers' Institute, tender to our County Superintendent, H. C. Brooke, our most earnest thanks, for the able and impartial manner in which he has presided over the deliberations of this body.

Resolved, That for the increase of interest in our public Schools, we recommend that the Board of Examination should accompany the County Superintendent in his annual visits to the Schools.

Resolved, That we tender to all those not engaged in our profession, who have so kindly co-operaied with us in our good cause, our most sincere thanks.

Resolved, That we, the Teachers of San Bernardino County, in Institute assembled, do tender our Secretary, Henry Wozencraft, for his faithfulness, punctuality and correctness, in the performance of his duties during our present session, our most profound thanks.

Report of Committee on Text-Books:

To the members of the San Bernardino County Teachers' Institute:

Your Committee on Text-Books hereby submit the following report: We have examined, as far as practicable, the State Series of Text-Books, and approve of the present series, with the exception of the History. In our humble judgment, Quackenbos' History is not adapted to our Public Schools, and should be superseded by a work of less size, written in a more concise style, and arranged on a more natural and comprehensive plan. We are not prepared to state what may be the *best* work on History, but, in our opinion, the History of Emma Willard is

decidedly a better one than that now in use in our Public School.

W. A. KNIGHTEN,
HENRY GOODCELL,
W. J. CURTIS,
} Committee.

During the daily sessions of the Institute, the following public and private School Teachers were present, and participated in the proceedings, viz: H. C. Brooke, W. A. Knighten, S. Bergel, Henry Wozencraft, Jno. Brown, Sr., W. L. Ragsdale, W. J. Curtis, R. H. Curtis, Miss Mary Snell, Miss Dora Loomis, Miss Edith Martin, Dr. St. Clair, Henry Goodcell.

EVENING SESSION.

H. C. Brooke, presiding. Prayer by the Rev. A. Whitlock; Essay by S. Bergel, on "Public Education;" Address, H. C. Brooke, on "Public Schools," giving a thorough description of each District in San Bernardino County, and explaining the most beneficial points in the School Law, also the necessity of a good School-house within the city limits.

Institute adjourned, after an interesting session of five days, until the next annual session.

HENRY WOZENCRAFT, Sec.

HUMANE EDUCATION.

I PROPOSE to speak briefly of a branch of education unknown to our public schools, yet it seems to me of such transcendent importance as to underlie all others. I mean the subject of Humane Education.

Every observer of children, indeed every teacher, must have noticed that the manifestation of a cruel disposition crops out very early. It begins with pulling off the wings of flies and teasing the lower animals. It impels the young urchin to look about him for a stone whenever he hears a lone bird singing on a twig, or sees a poor wandering pig by the wayside. It would, perhaps, be not easy to define very philosophically, or with any thing like psychological accuracy, how it is that children so often act with cruelty to the world of life around them. The poor crushed fly, the wretched, pelted kitten, the tortured toad with stomach filled with shot, the poor turtle either lying helpless on his back, or carrying upon it a burning coal, all rise familiarly enough to our memories as instances of this cruel, unthinking wantonness, this early and miserable misuse of our mysteriously given lordship over the creatures around us. These things, however, account for them as we may, exist, and most certainly lead onward to cruelty more or less deliberate in after life. For cruelty in the child, if unchecked, will most certainly lead to baneful results in the man.

Now, few things can be taught more easily, or learnt more readily, than tenderness and mercy to the animal world, if the teaching begins early enough, and is conducted in the right way. Give the child an insight into the habits and useful characteristics of some of the animals most immediately at the mercy of childish cruelty. Bring out the conception of each poor fluttering or crawling thing being an individual, having its own individual sufferings; and often showing its own pity-moving apprehensions; encourage the larger boys in our schools to write essays about kindness to animals; let the intellectual and humane be combined; have prizes for humanity as well as scholarship.

Were I to write a school-book for the young, I would place most prominently upon one of its pages Sterne's words to the fly, which we all read in our youth, and have often recurred to since: "Go, poor insect; get thee gone! Why should *I* hurt thee? This world is surely wide enough to hold both thee and me."

T. H. Rose.

AN APPEAL.

Teacher! In your earnest way,
Patient, toiling day by day;
Does the field your care has sown
Seem to yield you tares alone?
Do the feet you strive to guide
Falter oft or turn aside?
Are the ears you seek to gain
Listening to some mirthful strain?
Cunning lips that silent seem,
Busy with some roguish theme?
And the task, you dwelt upon,
Quite forgotten soon as done?
Is your soul within you vext
With the oft repeated text?
Tired with urging minds to gain
What you feel they'll not retain?

Pause a moment! Drop the book!
Put aside the worried look!
Draw the minds away awhile
From the puzzling task—and smile;
Tell in simple, childish phrase
Some little tale of other days!
Begin:—"When I was young, like you,
I found *my* lessons puzzling too."
You will be amazed to see
What an *instant* change there'll be.
Every surly frown will go!
Every little face will glow!
Every ear will listen well!
And every little heart will swell.
When your sympathy has drawn
Every young heart near your own;
Then the unfinished task renew,

They'll do it *well* for love of you.

Teacher! In the great world's mart,
Yours is a high and noble part;
While with zeal you persevere
In your great work year by year,
Bringing Mind its powers to tell,
Educate the *Soul* as well.
When you read each little face,
Pure with Life's first tender grace,
Think of all the lines of care
Coming years will gather there!
Think how many thorns will grow
Where their tender feet must go;
How their lips must learn to smile
With bruised hearts bleeding all the while.
Many a night, in speechless prayer,
Their hands will clasp in mute despair;
Eager hearts will beat more slow,
Faint and fainter as they go,
Finding, as they onward press,
Less to lighten and to bless.
Plant, while you may, in every mind
Some little germ of thought refined;
Tho' long forgotten there it lie,
While the soil is hard and dry,
It will grow in after years,
When 'tis watered well with tears.

MARY E. PERKINS.

THE GLASS.

[Read before the Sacramento County Teachers' Institute, and published by request of that body.]

I.

The Poet may sing of the joys of the Glass,
Of the pleasures that round it are springing,
But many have fallen, the noblest, alas!
Amid the wild songs they were singing.

II.

Why seek in the goblet the soul of delight,
And blench at the demon of sorrow;
Why knock at the doorway of heaven to-night,
And enter the hell of to-morrow?

III.

In the silence that broods o'er the orphans of fate,
The night-shade of Bacchus would wither,
Could Genius re-open the tombs of the great
And summon his favorites hither.

IV.

Our native young bard would return to that shore
That gave him a bleak, stormy haven;
But, alas! o'er his ashes a sad "nevermore"
Still falls from the beak of his Raven.

v.

Our Senator fell 'mid the perils of state,
Ere fame with its triumphs had crowned him;
So brave and so brilliant, so gifted and great,
He sank with his fetters around him.

vi.

All the prestige that honor and fortune can share,
To sweeten the cup of ambition,
Dissolves or descends with the dregs of despair
When Virtue abandons her mission.

vii.

The crime of excess is a torch in the brain
That darkens the sheen of our merit;
It consumes of its votary all but the chain
That his offspring are doomed to inherit.

viii.

There is hope for the bark on the stormiest wave,
Though the crest of the billows conceal it;
But who can redeem the lost soul of a slave
If the tempest of passion congeal it.

ix.

When the blows of misfortune, dependence, or care,
Leave the marks of a pitiless master;
Oh, stranger go not to the cup of despair!
It is filled with remorse and disaster.

x.

The blushes of eve as its shadows depart,
For a season the darkness will sever;
But the phantoms of pleasure that fall to the heart
Beguile us, then vanish forever.

xi.

The rainbow retires with its soft, dreamy form,
And hope with its beautiful token;
Again we shall smile on the bride of the storm,
But never on promises broken.

xii.

When the world is unlovely and even unkind,
And the friends we have cherished forsake us;
Perchance from the loneliest dream of the mind
The sunlight of joy will awake us.

xiii.

Go, child of neglect, be the shield of your pride,
For envy its thorns will bequeath it;
Take the bridge that will carry you safe o'er the tide,
And smile at the bubbles beneath it.

Sacramento, December, 1870.

C. D. McNaughton.

OUR VOCATION.

Surpassingly strange indeed, are the notions entertained by the majority of teachers concerning the object of school education. Sadly and wofully must the present and future generations lament over the unpardonable ignorance of the many to whom the moral, mental and physical training of the children of this unexampled Republic has been entrusted, unless some hidden hand be stretched forth to stem the tide of this dark torrent of delusion which, methinks, is carrying headlong into an unfathomable gulf the tenderest plants and the brightest ornaments of future society.

Of all the professions extant, none is more ennobling, none more sublime or sacred than that of the teacher, and yet none is so imperfectly understood. Heedlessly, and with unblushing effrontery are our ranks daily swelled by mere adventurers, who possess neither taste, tact nor object svae that of making (as they call it) an easy or respectable living. How often in the last fifteen or sixteen years have I put the question to my colleagues: "Do you like your profession?" Nine cases out of ten have I been answered: "Yes, pretty well, but I would leave it to-morrow could I find aught else to do that would pay me better or as well." Now, is it to be wondered at that so many inefficient teachers and poor disciplinarians are to be found in our ranks? This class of men or women I would charitably designate as *intruders* or *usurpers*, members of the profession, wanting in the *vocation*. Be bold enough to say that you have a love for your profession, and that you verily believe it to be your vocation. You are sneered at by the ignorant, and told that it is simply because you have no aptness for anything else —just intelligent enough to be a pedagogue, a schoolmaster or schoolmistress. Wisely indeed have they said it, but unthinkingly, for Divine Providence bestows especial graces upon each vocation, which is the secret of success or failure of all who embark in it. Illogical and perverted minds will ignore the fact that a profession is the consequent of a vocation, but they do admit that such a person has a particular genius and taste for this mechanical art, and another for some particular profession, be it divinity, law or medicine, and what are these peculiar *indices* but signs of vocation? They certainly do not manifest themselves after, but prior to the adoption of a profession. If a person embraces the state for which the Lord has destined him, he will receive the grace necessary to fulfill the duties of said state. If, on the contrary, he embraces one to which he has not been called, it is to be greatly feared that he will prove a source of failure to himself and a stumbling block to others. It is, then, a matter of a great consequence to a nation or State that no one should be employed in the most important of all professions, "Teaching," who has not given unmistakable signs of

vocation prior to or after the adoption of the profession. It is to be greatly deplored that men generally judge the efficiency or inefficiency of candidates for the profession solely by the diploma or certificate which they may hold, thereby confounding scholarship with professional ability; for, be it understood, that it is not always the most brilliant and accomplished scholar that makes the most practical and successful teacher. There are, besides scholarly attainments, natural qualifications, which the teacher must bring to his profession. The character of the true teacher should be marked by two pre-eminent qualities: the power of sympathising with the minds of his children, and energy of personal character. Now, if the former be wanting, how can he enter into the thoughts and feelings of his pupils? and how can he find the means of adapting himself to their requirements? The other is the power which influences the intellectual and moral dispositions of his scholars. Wherefore, if the profession which we have embraced be our vocation, we will most assuredly possess these two elements; but if not the consequent of vocation, we will utterly fail. If we are convinced that education is our vocation, we ought certainly to know the object of our profession.

What, then, is the object of our profession? The prime object of our profession is to prepare the way for the subsequent self-education of manhood. To bring under his control all the faculties which will enable him to use the opportunities which will present themselves for his moral, mental and physical progress, and upon which will be determined his character and position in after life. It is to train the pupil to certain virtues which find an application in the social aspects of the school. It is to educate the mind, on the one hand, in the acquisition of certain branches which are necessary in all conditions of life, and on the other, to inculcate a love of knowledge in general, and the manner of acquiring it. A neglect, therefore, upon the part of the teacher to understand this obligation and to feel the responsibility of the charge which he has taken upon himself, will inevitably lead the child, as well as the teacher, to form an erroneous view of the object of school education. To the failure of the teacher in perceiving this, the object and the end of his vocation, may be readily traced the cause of so much insubordination and distaste upon the part of his pupils for study. Indeed, so firmly grounded is this idea in my mind, that I look upon it as an axiom. It too frequently happens that the public forms an opinion of a school after witnessing in a public exhibition or examination would-be-brilliant results, too often the fruits of mechanical drudgery. It seems that the opinion of non-professionals often turns the attention of teachers from what they know to be their honest convictions, and instead of laying the foundation for the future useful man or woman of society, train their scholars to become visionary actors for the gratification of

their own personal pride and empty reputation, thereby sacrificing in the temples of science the most sacred holocausts, the prototype of their Creator, *will*, *memory* and *understanding*, to their favorite gods, Vanity and Presumption. The teacher, fully understanding his vocation, should not permit himself to be allured into such temptations that he shall content himself with mere appearances, instead of aiming at higher, more ennobling and more lasting benefits for his pupils than that of meaningless public applause, which dies and is lost in the echo of their voices. W.

REPORT OF PUPLIC SCHOOLS.

ROLL OF HONOR.

NORTH SAN JUAN GRAMMAR SCHOOL—*Nevada County*—T. J. Lyon, Teacher. For the term ending October 28th, 1870:

Masters Oscar Hill, Harrold Spooner, Samuel McNeil, Ernest Kraemer, William Chapman, Frank Reid, Samuel Sisson. Misses Edith White, Jennie Stotlan, Katie Smith, Ellen Beck, Olive White, Ella Evans, Annie Sisson, Emma Angier, Matilda Sisson, Grace Hesseltine, Carrie McCay, Katie Downey, Katie Bowen, Sarah Williams.

NEW FIRM.

WE notice that our old and energetic friend, Dorville Libby, and our more recently known but equally energetic friend, Frank H. Swett, have entered the book business as sellers and publishers. The beginning of the very handsome establishment which they are forming can be found at No. 3 New Montgomery street, under the Grand Hotel. We predict and wish for our friends a long and successful business career. The energy, business knowledge and integrity of the proprietors will give purchasers a feeling of security in buying that is always comfortable, and will be sure to attract custom.

By reference to their advertisement, it will be observed that the new firm represents the two prominent Eastern publishing houses, A. S. Barnes & Co., and Woolworth, Ainsworth & Co., and also the firm of M. D. Carr & Co., law book publishers, San Francisco.

Department of Public Instruction.

RULES FOR GRADING AND COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF CALIFORNIA.

[Adopted by the State Board of Education September 29th, 1870, and required to be enforced by County Superintendents, Trustees and Teachers, according to Sections 16, 42 and 62, of the California School Law.]

RULES FOR GRADING PUBLIC SCHOOLS.

Each and every Board of Trustees shall grade the schools in their respective districts into three grades, which shall be known as First Grade, Second Grade and Third Grade Schools, as follows: Where all the studies mentioned in the following course of study are taught, or those mentioned in the

FIRST GRADE,

It shall be deemed a first grade school, and a teacher must have a first grade State or County certificate in full force, or a State, Life, or State Educational Diploma, to be competent to teach such school.

SECOND GRADE.

Where no higher studies are taught than those mentioned in the course of study for a second grade school, the teacher must have at least a second grade State or County certificate to enable him or her to teach such school.

THIRD GRADE.

Where there are no higher studies taught than those mentioned in the course of study for a third grade school, a teacher holding a third grade State or County certificate will be deemed competent to teach such school.

In all cases, the grading shall be based on the studies taught to a *large majority* of the pupils of the district.

WHEN COUNTY SUPERINTENDENT SHALL GRADE.

When the Trustees may not be able to agree upon the proper grade for the school, the County Superintendent shall fix the grade.

TEACHERS TO REPORT STUDIES, ETC.

It shall be the duty of teachers to report to the County Superintendent the books used in their schools, together with the number of pupils using them, and their degree of advancement in them, viz: The number of pupils in the 1st, 2d, 3d, 4th, 5th and 6th readers; the number of pupils in primary and practical arithmetic; the number in grammar and physiology, with their proficiency in each study, that he may have a basis upon which to establish the grade of the schools. This report should be made during the first month of the session.

CITY BOARDS OF EDUCATION.

Boards of Education in cities will make their manuals to conform as nearly to the course of study as possible, in order that pupils from rural districts entering the city schools may not be embarrassed by too many studies.

The third grade school will consist of three divisions, the second grade school will consist of three divisions, and the first grade school of two divisions. Each division being adjusted to an eight months' school.

COURSE OF STUDIES FOR THIRD GRADE SCHOOL.

THIRD DIVISION.

Reading, taught from McGuffey's First Reader to page 32, and McGuffey's Primary Charts (or Wilson's Charts, where they are already in the school), using the word method. Alphabet to be taught when words can be called at sight.

Writing and Printing letters and figures on slate and blackboard (using a long pencil on the slate that the pupil may hold it in the manner of a pen,) daily.

Spelling may be taught from the charts and reader.

Arithmetic, taught by use of objects, as beans, marbles, numeral frames, etc. Arabic and Roman numerals to 10 may be taught from blackboard. Counting to 100.

Object Lessons, on lines, angles, primary colors, and familiar objects, as articles of food, clothing, animals and plants, with their uses.

Morals and Manners taught by explaining and enforcing habits of cleanliness, neatness, order, obedience to parents and teachers, and by the *personal example of the teacher*, who should be to his pupils a model of all virtue.

Calisthenics, taught three to five minutes, at least once daily, using the simplest exercises from Mason's Manual.

Vocal Music, by singing easy pieces at opening and closing of school.

Eight months, or the time of one school year, will be allowed for this division.

SECOND DIVISION.

Reading.—McGuffey's Charts and First Reader completed.

Writing.—Lessons written on slate and printed on blackboard daily. Oral sentence making; exercises in emphasis and inflection; phonic spelling from charts and reader to accompany the reading lessons.

Oral Spelling taught from reader and charts.

Arithmetic.—Roman numerals to fifty, counting by twos, threes, fives and tens to two hundred; adding and subtracting to fifty; no figure used larger than six; using objects, as beans, marbles, numeral frames, etc., in explaining the process of adding and subtracting.

Object Lessons, as in the third division, in proportion to the advancement of the pupil.

Colors, to shades, and colors of objects, as clothing, etc.

Local Geography.—Points of compass, etc., taught orally.

Morals and Manners, as in third division, third grade.

Calisthenics.—Mason's Manual, three to five minutes daily.

Vocal Music, as in third division, at opening and closing of school; and if the teacher understands the theory of music, the gamut should be taught from the blackboard.

Eight Months should be allowed this division.

FIRST DIVISION.

Reading.—McGuffey's Second Reader begun and completed. Much attention should be paid to distinct articulation and correct emphasis, inflection, pitch and force. A short time spent in thorough drill in concert reading each day. The *example* of the teacher is here invalaable. Short lessons and thoroughness in drill should be the rule.

Spelling.—Willson's Primary Speller to page 48. Exercises in phonic spelling daily (class drill of at least two minutes).

Writing, taught by using the long pencil on slate, in writing the reading lessons; also, from blackboard; *elements* and *principles* from Payson, Dunton & Scribner's Charts, or from instructions on the copy-book covers.

Arithmetic.—Robinson's Progressive Primary to page 42. Counting by twos, fives, tens and twenties to two hundred, forward and backward; Roman numerals to two hundred.

Geography, local, as in second division, and names of States, counties, etc., pointing them out on Monteith's Wall Maps, (or Cornell's, where they are already in the school).

Drawing.—Bartholomew's Primary Drawing Cards, daily lessons on slate and blackboard, and from copies set by teacher.

Morals and Manners, as in second division, taught by precept and example on every suitable occasion.

Calisthenics.—Mason's Manual. Daily exercises from three to five minutes, always commencing with forcible breathing exercises.

Vocal Music should be taught by singing the scale from the blackboard, and by singing familiar easy pieces in concert with the teacher at opening and closing of school.

The studies in this division should be completed in a school year of eight months. And pupils, to pass from this grade to the second grade, should be able to spell seventy per cent. of words pronounced, and to answer seventy per cent. of questions asked in studies passed over during the term. An examination should be held at the close of the school by the trustees, or by suitable persons appointed by them for that purpose. In all cases the examination should be public; and those graduating

should receive a certificate to enable them to take their proper places at the next term of school.

COURSE OF STUDIES FOR SECOND GRADE SCHOOL.

THIRD DIVISION.

Reading.—McGuffey's Third Reader begun and completed. Punctuation and definitions taught daily. Thorough drill in inflection, emphasis, etc., continued, as in the first division of third grade school.

Spelling.—Willson's Larger Speller to page 64. Oral sentence making, as directed on last half of each page in speller. Written as well as oral spelling should be practiced daily. A simultaneous class drill in phonic spelling, of one or two minutes each day, would aid much in securing distinctness of articulation and enunciation.

Arithmetic.—Robinson's Progressive Primary completed. Multiplication table taught forwards and backwards as far as six times twelve. Slate and blackboard drill exercises in addition, subtraction, multiplication and short division daily.

Geography.—Monteith's Introduction begun and completed. Map drawing on slate and blackboard from Montieth's Wall Maps, or the maps in Introduction. Globe used in explaining latitude, longitude, tropics, polar circles, equator, and relative positions of places named in the geography.

Penmanship.—Payson, Dunton & Scribner's No. 3. Writing reading lessons on slate continued. Principles and elements taught from blackboard and from cover of No. 3 copy-book.

Object Lessons twice a week, as in third grade.

Drawing.—Bartholomew's Primary Drawing Cards. Continued exercises on slate and blackboard daily.

Calisthenics.—Mason's Manual continued. Breathing exercises and free gymnastics three to five minutes daily.

Vocal Music, as in third grade, and at opening and closing of school.

Time.—Eight months.

SECOND DIVISION.

Reading.—McGuffey's Fourth Reader begun and completed. At least two lessons a week, with drill in phonic exercises.

Spelling.—Willson's Larger Speller to page 79. Written and oral spelling. Oral sentence making as taught from Speller (see last half page).

Arithmetic.—Robinson's Progressive Practical to page 64, with promiscuous examples by teacher on blackboard. Multiplication table completed and reviewed.

Geography.—Monteith's Manual, to Europe and California and Pacific coast. Map drawing on slate, blackboard and paper. Local geography continued.

Penmanship.—Payson, Dunton & Scribner's No. 4. Elements and principles taught.

Drawing.—Bartholomew's Primary Cards, or First Drawing Books, according to the advancement of the pupil.

Calisthenics.—Mason's Manual continued, as in third division; three to five minutes daily exercise.

Object Lessons, of a higher order, may now be given on metals, minerals, ores, grains and other natural objects.

Morals and Manners taught by precept and example.

Vocal Music as in third division of this grade. (If the teacher understands the theory of music, a scale or gamut might be placed on the blackboard for elementary practice in the sounds of vowel letters.)

Time.—Eight months.

FIRST DIVISION.

Reading.—McGuffey's Fifth Reader begun and completed. Two lessons a week, alternating with spelling.

Spelling.—Willson's Larger Speller to page 119. Oral and written spelling twice a week. Oral sentence making continued.

Arithmetic.—Robinson's Progressive Practical to Percentage, (omitting Compound Numbers.) Colburn's Intellectual to Section 6.

Geography.—Monteith's Manual completed. Map drawing and use of globe continued.

Grammar.—Brown's First Lines to page 74.

Written Composition weekly. No *abstract subjects* given. Composition *to be written in school* upon subject given by the teacher.

Physiology taught orally by teacher—no text-book used; names of parts of body; names of bones, of extremities, etc.

Penmanship.—Payson, Dunton & Scribner's No. 5. Elements and principles taught.

Calisthenics.—Mason's Manual. Exercises three to five minutes daily.

Constitution of United States.—A short lesson committed weekly, with questions asked and explanations given by the teacher.

Morals and Manners taught by precept and example of teacher.

Time.—Eight months.

To pass from this grade to the first grade the pupil must pass an examination in all studies gone over, and must reach a standard of seventy per cent. in all studies.

COURSE OF STUDIES FOR FIRST GRADE SCHOOL.

SECOND DIVISION.

Reading.—McGuffey's Sixth Reader to page 242. Two lessons a week.

Spelling.—Willson's Larger Speller completed. Two lessons weekly, alternating with reading. Oral sentence making as in second grade.

Arithmetic.—Robinson's Progressive Practical to page 303. Colburn's Intellectual to Section 11.

Geography.—Monteith's Physical and Intermediate. Map Drawing. Specimen maps monthly.

Geometry.—Mark's Elements, two lessons a week.

Grammar.—Brown's First Lines completed.

Physiology.—Cutter's Elementary to page 117.

History of United States to the Revolutionary War.

Penmanship.—Payson, Dunton & Scribner's No. 7.

Declamation and Written Composition.—Weekly exercises alternating with each other.

Constitution of United States.—One lesson weekly.

Calisthenics.—Daily exercises three to five minutes.

Morals, Manners and Deportment taught by precept and example.

Vocal Music continued as in second grade.

Time.—Eight months.

FIRST DIVISION.

Reading.—McGuffey's Sixth Reader completed. Two Lessons weekly.

Arithmetic.—Robinson's Progressive Practical and Colburn's Intellectual completed and reviewed.

Geography.—Monteith's Physical and Intermediate completed. Map drawing. Specimen maps monthly.

Grammar.—Brown's Institutes commenced, and oral and blackboard exercises by teacher without the aid of a text-book.

Physiology.—Cutter's Primary completed and reviewed.

Geometry.—Marks' Elements completed and reviewed.

History of United States.—Completed.

Constitution of United States.—Completed and reviewed.

Penmanship.—Payson, Dunton & Scribner's continued, or replaced by Hanaford & Payson's Bookkeeping by Single Entry.

Declamation and Composition alternating weekly.

Business Letters may take the place of other written compositions, and teachers should instruct the pupil in a proper manner of addressing letters.

Calisthenics.—Daily exercise three to five minutes.

Morals, Deportment and Vocal Music as in the second division of this grade.

High school studies may be taught in this grade if it can be done without compromising the rights of pupils who have not advanced to that point.

As no course of study has been arranged for the advanced grade, teachers will use their own judgment as to how far algebra and other studies may be introduced with profit to the schools over which they preside. A *programme* or *order of exercises* has been prepared, and will be published* in connection

*In next issue of the TEACHER.

with the course of study, as an aid to teachers in establishing as near as may be some system in the order of exercises, so that there shall be less friction in changing teachers. It is not expected that a programme could be made to suit every school; but teachers will find it to their advantage to change it as little as possible. *Uniformity* in text-books, and *uniformity* in *using them*, are the objects sought for by the present State Board of Education, and if the same order of studies could be maintained in every part of the State, it would be a great saving of time to pupils.

AUG. TRAFTON,
W. F. B. LYNCH,
O. P. FITZGERALD. } Committee.

ROBINSON'S ARITHMETICS.

The following dispatch has been received from the publishers of Robinson's Arithmetics. We give it entire, as the best information to those concerned:

NEW YORK, December 15th, 1870.

To BERNHARD MARKS:

Letter received. Announcement may be made as follows: Certified orders for first supplies of Robinson's Mathematics will be furnished to schools at half retail by us, through Roman & Co.

IVISON, BLAKEMAN, TAYLOR & Co.

OFFICIAL JOURNEYINGS.

SACRAMENTO COUNTY TEACHERS' INSTITUTE.

THE Sacramento County Teachers' Institute commenced November 30th, and continued four days. Attendance upon the daily sessions of this Institute would have convinced the most sceptical of the utility of such conventions. Superintendent Trafton exhibited excellent judgment in arranging the order of exercises, and had the efficient co-operation of City Superintendent Hill, and a highly intelligent and progressive body of teachers, in carrying out the programme. The marked features of this Institute were so numerous, that the State Superintendent will not undertake to discriminate in a notice of any of them, but refers the profession to the minutes of the proceedings, which have been promised for the TEACHER.

COLUSA COUNTY.

The Institute for Colusa county, appointed for November 12th, was postponed on account of the storm prevailing. Notice of the postponement did not reach the State Superintendent before

leaving home, and he duly appeared according to engagement. A half day's notice was given, and a large audience listened to his address on the evening of the 15th. The interest and enthusiasm in behalf of popular education manifested by the citizens of that flourishing town, were highly encouraging. They are building a new public school house at Colusa, which, when completed according to the plan adopted, will be one of the best of its class in the State. It will be a brick structure, modeled after the Jefferson High School, Sacramento, which was burned by some miscreant some time ago. Superintendent Howard and his co-workers may well be congratulated on the progress of the cause of education in Colusa.

STOCKTON.

The State Superintendent, on November 19th, made a brief visit to Stockton, the impressions of which are altogether pleasant. In company with County Superintendent Leadbetter, he visited the public schools of the city, and came away with the impression that the public school teachers of Stockton are fully equal to those of any other place in the State. This is high praise, but the words are penned deliberately. The condition of the Stockton public schools exhibits the results of much earnest and persevering effort by school officers and teachers. The modest merit of Mr. A. H. Randall, Principal of the High School, has given him a reputation that is extending beyond the sphere of his immediate labors. Mr. Waterman, Assistant Teacher in the High School, is evidently a valuable man, destined to attain to eminence in his profession. Messrs. Nelson, Hammond and Todd, as principals of their respective schools, are doing good work, and are justly esteemed by the community. From what we saw and heard concerning the Stockton public school teachers, we are almost ready to venture the expression of the belief that in choosing teachers, the Stockton Board of Education have more regard to merit, and are less influenced by favoritism, than some of their neighbors. Their public schools are *excellent*. The growth of the city requires enlarged accommodations for the school children. The existing school houses are all crowded, and another large brick building is in course of erection. County Superintendent Leadbetter is regarded by all as a faithful, industrious and efficient officer. City Superintendent Ladd is a *practical* man, whose heart is in his work, and who

consequently works well. The Stockton School Department is fortunate in the possession of a large amount of very valuable school property, and not the least among the attractions of that thriving city are the facilities it affords for common school education. A liberal and progressive policy on the part of public school officials, is cordially sustained by that intelligent community.

Book Table.

Text-Book of Natural History. By Adrian J. Ebell, Ph. B., M. D. Part I. Extending to the structural features of classes in the Animal Kingdom. Ebell & Co., publishers of school and popular scientific works, room 18, Cooper Union Building, New York.

This work grew up from the author's experience as a lecturer in various portions of the country. What his own classes needed he thought it likely other classes would also need. And judging from Part First, which is the only portion we have seen, his conclusion was correct. The work would be valuable to any class of students in Natural History.

Independent Second Reader: Containing choice illustrated readings, exercises in spelling and pronunciation, and a complete course in articulation. By J. Madison Watson, author of the National Readers and Spellers; the Hand-Book of Gymnastics; the Manual of Calisthenics; Phonetic Tablets, etc. A. S. Barnes & Company, New York and Chicago, 1871.

The matter of this reader is good; its arrangement judicious; and, all together the book is is a worthy candidate for popular favor. For sale by Libby & Swett, San Francisco.

Wilson's New Speller and Analyzer. Adapted to thorough elementary instruction in the Orthography, Orthoepy, Formation, Derivation and Uses of Words: By Marcius Wilson. New York: Harper Brothers.

We have seen no work in which the idea of *multum in parvo* was so thoroughly carried out as in this little speller. By an ingenious system of signs, arrangement of types, etc , the correct spelling of words in their forms of past tense, participle, etc., is *indicated* in cases so numerous, that to spell them out would require a large volume. In consequence, to open the book at random, something of a formidable appearance, we think, would confront the juvenile learner. But let him be instructed in the system, and move forward with sure and firm hold of the portion passed over, and this difficulty may, perhaps, prove to be an imaginary one. The test, however, will be trial in the school-room. This much about the new feature. In other respects it has the usual viciousness of (perhaps) all of our spellers. A. Roman & Co.

Howard's Book of Drawing-Room Theatricals. A collection of short and amusing plays, specially adapted for first performances, with practical instruction for their preparation and management. Edited by Clarence J. Howard, Author of "Howard's Book of Conundrums." New York: Dick & Fitzgerald, Publishers.

Hudson's Private Theatricals. For Home Performance. A collection of humorous plays suitable for an Amateur Entertainment, with directions how to carry out a performance successfully. Edited by Francis Hudson. New York: Dick & Fitzgerald, Publishers.

Martine's Droll Dialogues and Laughable Recitations. A collection of Humorous Dialogues, Comic Recitations, Brilliant Burlesques, Spirited Stump Orations, and Ludicrous Farces. Adapted for School Celebrations and Home Amusement. By Arthur Martine, Author of "Martine's Letter Writer," "Martine's Hand-Book of Etiquette," etc., etc. New York: Dick & Fitzgerald Publishers, 18 Ann street.

The title pages sufficiently set forth the scope of these three volumes. The

execution is very good, notwithstanding a somewhat sanguinary picture glares on the cover of one them, causing the reader to look for accounts of intrigues, stratagems, assassinations, *et id genus*. Something approaching this kind does sometimes appear, yet enough remains that a good school or a pure family might safely use. Price 30 cents a volume.

"THE LITTLE CHIEF."

HANDSOME PREMIUMS—besides good reading—this it always has—"THE LITTLE CHIEF" proposes to give subscribers for 1871 a premium that is certainly handsome. The engraving entitled "Family and Friends," is a rare work of art. It has two spaces in the centre for the pictures of parents, with record of marriage, and smaller spaces appropriately grouped around for children or friends. The whole is tastefully ornamented with symbolic designs. Either the journal or the engraving is more than worth the price of subscription. Price, 75 cents. Address Shortridge and Button, Indianapolis, Indiana.

THE NATIONAL TEACHER.

The *Ohio Educational Monthly* has for years been one of the best educational publications of the country. Its editor, E. E. White has established (perhaps expanded the *Monthly* into) another journal, THE NATIONAL TEACHER. The first number shows the same ability that characterized the old journal, with broader aims and larger views. Subscribers will find the NATIONAL TEACHER one of their best educational visitors. It is published at Columbus, Ohio.

THE CONNECTICUT SCHOOL JOURNAL.

We are glad to see the announcement that this educational periodical is to be revived. The State Teachers' Association, at its annual meeting in October last, decided on its re-establishment, and the "prospectus" sent out indicates that the JOURNAL will prove a judicious and instructive as well as interesting school publication.

THE CALIFORNIA HORTICULTURAL AND FLORAL MAGAZINE. Published by F. A. Miller & Co., San Francisco, Cal. Terms: $4 00 per annum.

The first and second numbers of this periodical have been received. A journal devoted exclusively to horticulture has been a *desideratum* in California. Many persons have felt the need of it, and we are glad we can commend to them a publication which has every indication of being worthy of their patronage. In its pages, any one who has an interest in *trees*, *flowers*, *fruits* or *vegetables*, can find something of interest, profit and pleasure. Among the names of other able contributors, that of H. N. Bolander, Ph. D., California's botanist, gives assurance of something worth the reading.

THE CHRISTMAS NUMBER OF SCRIBNER'S,

Is the best that has yet appeared. Its literary character, its *readableness*, and its moral tone, have all improved. This is a more noticeable fact, because there were two causes why it should have been otherwise: First, because it was, in the usual *parlance* of trade, the "holiday number," which is proverbially bad. Secondly, it was the issue just about far enough from the first for the editor's resources to be put to the test—that is, when the stock, which he has been so long collecting and so carefully hoarding, is exhausted. "Fairmount Park" gives useful information about parks. "Kings of the Air" is finely illustrated. "The Goblin of the Ice" is a story that is as readable as it is improbable, which is saying much.

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Webster's Unabridged Dictionary.

FOR THE SCHOOL ROOM.

1840 PAGES. 4to. 3000 ILLUSTRATIONS.

Nearly every State Superintendent of Public Instruction in the Union, or corresponding officer, where such an one exists, has recommended WEBSTER'S DICTIONARY in the strongest terms. Among them are those of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Maryland, West Virginia, Ohio, Kentucky, Indiana, Illinois, Missouri, Michigan, Iowa, Wisconsin, Minnesota, North Carolina, Alabama, California, and also Canada,—TWENTY-FOUR in all.

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JUNIOR CLASS—*Second Session.*

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English Grammar—Brown's, and Greene's Analysis.

Rhetoric—Boyd's.
Physiology—Cutter's.
U. S. History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's.
Natural Philosophy—Steele's.
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Botany—Gray's.
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Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age, and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

GENERAL INFORMATION.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Books for reference will be supplied by the School.

Good boarding can be obtained in private families at from twenty-five to thirty-five dollars per month.

REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year.

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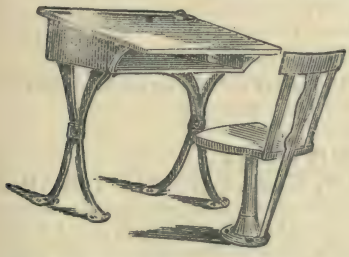

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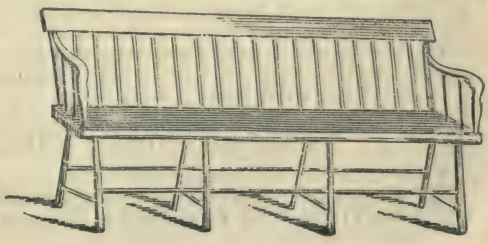

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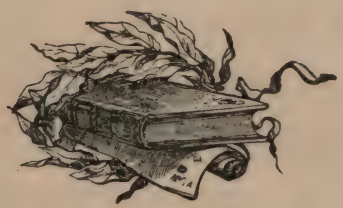

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SACRAMENTO COUNTY TEACHERS' INSTITUTE.

The Sacramento County Teachers' Institute convened in accordance with the call of the County Superintendent, in the High-School building, Sacramento, at one o'clock P.M., November 29th. The following members were present:

Misses Kate Burns, Mary Keegan, Jennie Gourly, Mattie H. Gilman, Sarah J. Landon, Alida O. Payne, Elle F. Combs, Fannie E. Bennett, Mary E. Sanders, Harriet McCormack; Mrs. Emily A. Aubrey; Mr. Wm. H. Crowell, A. H. McDonald, M. L. Templeton; Misses Emma Hoit, Fannie Dennis, Jennie Burke, Belle Kemble, Sarah C. Marvin, N. J. Miller, A. H. Wells, Clara J. Jones, Louisa Rudolph, Julia A. Jones, Laura S. Templeton, Marietta Hall; Mr. C. E. Bishop, Wm. Connor, C. C. Paulk, E. G. Downer, Mrs. Fannie E. Spring, Mr. E. W. Spring, Misses Martha E. Griffin, Mary Sherfey, Emma Jenkins, Ida Ferguson, Fanie Cole; Mrs. Sarah Folger, Misses Sarah J. Weir, Mary J. Watson; Rev. H. W. Brown, Miss Belle W. Taylor, Mr. A. Dulon, Misses Sue V. Heard, Annie C. Weeks, Jennie Dreman, Maggie H. Palmer, Mame R. Patterson, Zetta Kendall, Mary C. Heaton, Lizzie Houk, Belle M. Hill, Flora Glanville, Maggie Kilgarif, Ida M. Freel, Lizzie R. Page, Ella Harrison; Mrs. Nellie Marshall, Mrs. M. F. Tunnell, Mr. A. N. Clark, Mr. A. Spooner, Mr. J. H. Shannon, Mr. J. N. Young, Mr. F. L. Landes, Mr. Sam'l J. Pullen, Mr. Chas. A. Martin, Mr. Joe W. Johnson, Mr. C. D. McNaughton, Mr. Sam'l H. Jackman, Mrs. Sam'l H. Jackman, Mr. Cyrus Wilson, Mr. George Smith, Mr. Jno. A. Simons, Mr. Franklin Cogswell.

President Trafton called the meeting to order. Prayer by Rev. H. W. Brown. Rev. W. H. Hill, City Superintendent of Schools, and Mr. M. L. Templeton were elected Vice Presidents; Mr. C. D. McNaughton, Secretary, and Mrs. Sarah Folger and Miss Belle W. Taylor, Assistants.

The following persons were appointed by the Chair a Committee on Resolutions: H. W. Brown, John Young, Charles E. Bishop, Miss Lizzie R. Page and Miss Sue V. Howard.

Committee on Introduction—Mr. J. H. Shannon, A. Dulow, Mrs. E. A. Aubrey, Mrs. Nellie Marshall, Misses Addie H. Wells and Mary E. Sanders.

Committee on Questions—Messrs. Wm. Connor, C. C. Paulk, W. H. Crowell, Misses Sarah J. Landon, Sarah J. Weir, N. J. Miller.

Rev. Mr. Levi was elected an honorary member of the Institute, upon which he expressed his gratitude for the honor, and gave at some length his views of the duties of teachers.

The Rev. W. H. Hill then occupied a few minutes in addressing the city teachers. He said numerous well-founded complaints had reached him that the city teachers were in the habit of giving their pupils tasks and lessons of great length to be learned out of school—he deprecated the custom, and warned them, if they valued their positions, the evil must be abated.

The first business mentioned in the programme was a class in Arithmetic from the Grammar School, under the tuition of Miss Laura Templeton. The lesson was in Equation of Payments and Mensuration. The performance of her class testified amply to Miss Templeton's skill as a teacher. A general discussion then ensued on the methods of teaching Arithmetic, in which Messrs. Shannon, Jos. Johnson and A. H. McDonald, and Miss Lizzie R. Page and others participated. During the discussion the fact was elicited that the majority of teachers present were in the habit of hearing recitations in Arithmetic in the morning. Recess of ten minutes.

After the Institute was called to order, Dr. Trafton presented the course of study for the Public Schools of the State with some explanatory remarks, which were listened to with a great deal of interest by the majority of those present. And a general discussion ensued upon these topics, during which the extent to which the teacher might go in opposition to the wishes of parents in directing the studies of the pupils was discussed. City Superintendent Hill said he allowed the parent to dictate the cessation of any particular study; but that the pupils could not be advanced to the next grade until they had taken all the studies. This he thought would put an end to all opposition on the part of parents.

Adjourned to 7 P.M.

Institute met at the appointed hour. Dr. Trafton in the chair. Music "Fair Breezes Blowing" was beautifully rendered by Misses McCormack, Rudolph, Combs, Patterson and Kendall. After which Mr. Whitman H. Hill, Superindendent of Common Schools of El Dorado County was introduced, and delivered an address on the subject of "Education" which was replete with information and ably illustrated the responsibilities of teachers, duties of parents, duties of school officers, &c. A resolution was unanimously passed requesting a copy for publication in the CALIFORNIA TEACHER. There being yet a brief hour of the evening remaining, President Trafton delivered the following address:

Ladies and Gentlemen of the Institute :—I am extremely happy to be able to

congratulate you upon the continued prosperity of the public schools in Sacramento County. Since our last annual convention, our ranks have been thinned by the defection of some of our most able teachers. Some have sought more remunerative positions in other States and counties, while others, having fallen into snares set by the irrepressible arch-god Cupid, were taken before the august tribunal of the hymenial altar, and thence banished, willing exiles, into the State of Matrimony, and are now residing in Connubial Bliss, the metropolis of that happy State. I am, however, much gratified by the reflection that (however great the loss) their places have been ably filled by new faces from other lands and by graduates of our own admirable schools to whose ability I can cheerfully testify. And here allow me to say: to those teachers who have cast their lot among us since the last session of our annual Institute, I extend the right hand of fellowship. In the name of the teachers of Sacramento county I welcome you to our midst as grateful accessions to our able corps of teachers. The subject which has again called us together is one of vital importance to all. It is that noble profession, the art of teaching. Our business here to-day, is to consider the best means of improving the science of imparting knowledge. It is that noble profession which can alone change the innate waywardness, weakness and ignorance of childhood into all the virtue, and power, and wisdom of manhood. To shape the tree by bending the twig; to prune away useless foilage and engraft on the stock the buds of health, vigor, virtue and wisdom.

Education embraces the culture of the whole man, with all his faculties—physical, moral and intellectual. As there is said to be a statue hidden in every block of marble, so there is within every man a divine ideal, the germ of a perfect person, which it is the office of education to develop. Man is the only creature that so much needs to be educated, and as he is most helpless of all when first ushered into this mundane sphere, his education must necessarily begin in infancy and extend through the periods of childhood, manhood and (one may say with truth) to the whole period of life. There is, perhaps, no living being so utterly obstinate, self-willed and cross-grained as man; none who has such a natural tendency to do that which is forbidden and dangerous; none who so much stands in need of education to fit him for the work of life; a training which shall restrain and direct, develop and teach.

I do not flatter myself that I shall be able to present anything new; anything that has not been better said on this subject a thousand times ere now, but I do wish to review the subject with you who are here met together for the purpose of exchanging ideas on the best methods of educating the youth of our golden State.

My attention has been more strongly drawn to the consideration of this all important topic by the fact that at our last quarterly examination of applicants for certificates in Sacramento county, the question: "What is the ultimate end and object of teaching?" and "What is the difference between teaching and educating?" were, as a general thing, very unsatisfactorily answered, or ignored entirely. Not being satisfied with my own ability to answer said question fully, I consulted firstly "Webster's Unabridged" on the subject, and there found that, "to teach," meant to "impart knowledge, to guide the studies of, to inform, to counsel, to admonish." Educating, according to the same authority, means "to bring up a child physically and mentally; to inform and enlighten the understanding; to fit for business, activity and usefulness in life." According to the derivation of the word (from the Latin, *educere*, which is compounded from *e*, *out* and *ducere*, to lead) it means more properly to lead out, to draw forth; and implies not so much the communication of knowledge as the discipline of the intellect, the establishment of principles and the regulation of the heart.

The Rev. Darwin Ranney, of Wilmington, Vermont, defines education to be: "The perfecting of all the attributes of human nature." Horace says: "Education awakens the innate powers of the mind." Page says: "Education is development, not instruction merely; not knowledge, facts, rules communicated by the teacher; but it is discipline; it is a waking up of the mind; a growth of mind, growth by a healthy assimilation of wholesome aliment. It is an inspiring of the mind with a thirst for knowledge, growth, enlarge-

ment; and then a disciplining its powers so that it can go on and educate itself. It is the arousing the child's mind to think, without thinking for it; it is the awakening of its powers to observe, to remember, to reflect, to combine. It is not a cultivation of the memory to the neglect of everything else; but it is a calling forth of all the faculties into harmonious action." Pestalozzi thought that "education of some kind should begin from the cradle." Nearly all prominent educators have defined education in nearly the same terms, and according to their definitions, there is quite a broad margin for distinction between teaching and educating. A man may be learned without being educated: he may have stored up in his memory other men's thoughts and sayings; he may have learned to scan the heavens and trace the courses of the planets in their orbits; he may be a skilled botanist, mineralogist and mathematician; he may be able to unravel the hidden mysteries of Egyptian lore, as it is portrayed in hieroglyphics on the stony books of the Pyramids, and on the sculptured ruins of the buried cities of the antediluvian past; he may be all this, and more, without being properly educated.

The three natures of man—the physical, the moral and the intellectual—must all be developed in their proper proportion before the man is educated. Develop the physical nature of man alone, and he would in no degree be superior to the brute creation, except that he would be more brutal than they are. Moral, without intellectual culture, would simply make man a bigoted fanatic—as has been sufficiently demonstrated in the middle ages. The Carthagenians prohibited their Bishops from reading secular books; all physical science was held by them to be inconsistent with revealed truths. They were taught by their Priests only to worship and obey. Destitute of books and lectures, they were buried in ignorance, apathy and indolence—they merely existed.

As I have before shown, the mere acquisition of knowledge only makes man an intellectual dunce, ignorant of any way to utilize his vast fund of knowledge. I think you will agree with me that the best plan is to develop each nature of man simultaneously and equally, that our pupil may be able to bear the reverses of fortune which are sure to come, sooner or later, with a due degree of equanimity; to look with charitable eye on those who differ with him in opinion; to forgive as a Christian *should* do; to teach without offending by his pedantry; to be civil to all; in short, to become an active, useful, intelligent, Christian gentleman. This is being properly educated as we view it from our present stand-point in the nineteenth century. In different eras of the world, and among different nations, the systems of educating differed very materially. The Egyptian, the Roman, the Hindoo, the Spartan, the Patagonian and the North American savage, have all had their notions of education. Spartan virtue considered theft no crime if it was not discovered. Courage, personal bravery, held the highest rank in the Roman catalogue of virtues. To be educated then, was to be able to hurl the quoit, to leap, to wrestle, to run, to endure. The untutored African would consider a man uneducated whose stomach would rebel against a diet consisting of a portion of his octogenarian progenitor. The North American savage would think his claim to enter the happy hunting grounds not very well authenticated, unless it were sealed with the life-blood of his last enemy. All these manners and customs, forms and ceremonies, which have been prominent features in the education of the before-mentioned nations and tribes, may have been appropriate to the ends aimed at by their system of education. We should not judge them too harshly, lest some coming generation of improved Americans shall, five hundred years hence, speak of us as uncivilized savages, ignorant of all polite arts and useful knowledge—slow coaches in the way of travelling compared with their ærial locomotives, driven by electricity. They will perhaps sneer at our "nebular hypothesis," and masquerade in our perfect fashions—as we do now in the quaint costumes of "Louis Quatorze;" but do you think they will even then be able to say: We have found a "royal road to learning;" a cure for stupidity; a recipe for making a capacity? No! I think not.

But to come back to the present era: What is the great educational want of the present day? What is the spirit of the present age? "What is the ulti-

mate object of teaching?" I cannot agree with one of the aforesaid applicants for a certificate, who answered the question thus: "To get money." I have no doubt there are some "old men of the sea" who are hanging, like an incubus, on the fraternity of teachers, who think the "ultimate end" of all things, whether teaching or preaching, is "to get money." But I think the majority of the profession would give a far different answer—render a widely different verdict. I will tell you how it seems to me: In order that we may secure the full fruition of our hopes, and derive the greatest amount of benefit from our common school system, we must so manage it as to make men of our boys, and women of our girls, who shall be characterized by health of body, purity of heart, clearness of intellect and refinement of manners—such as will be fitted for wise rulers or obedient subjects. The successful accomplishment of all, or nearly all, this is expected of the teacher of the present day. Must we be doomed to disappointment? Are our hopes chimerical? No! I think not. I believe I only reflect the sentiments of every teacher in this assembly when I say that, no matter how great the task, it will be undertaken; no matter how fearful the responsibility, it will be cheerfully assumed. The greater the task, the more honor will there be in its successful accomplishment. Each victory will bring its own reward and there soon will be no such word as "fail" in the teacher's vocabulary.

As jewellers are responsible for the precious stones placed in their hands to be cut and polished, so should you feel in regard to the precious materials put into your hands to be fashioned and polished. Human souls are the subjects you have to mould and form; the plastic clay of youthful hearts is in your hands; you can shape it to a "thing of beauty which shall be a joy forever." The human mind is the jewel given you to polish; to bring out its hidden beauties; to make it sparkle like a diamond of the first water. This is your task. The responsibility is great but it cannot be ignored. "As is the teacher so is the school," is an aphorism that has stood the test of time. Especially is it true with regard to the morals and manners of pupils. If the teacher is slovenly it is soon reflected in the careless appearance of his scholars; if he is not punctual tardiness soon becomes the besetting sin of his pupils. Therefore it is important that teachers themselves should be models of deportment in everything.

Your intercourse with your pupils should be characterized by that grace which is equally an ornament to the palace or the cottage; to the nobleman or the peasant. A look, a word, a smile, an encouraging tone, given at the proper time, even without apparent effort, may prove a silken cord that no time can weaken—no accident of after-life disunite.

> "The mind, impressible and soft, with ease
> Imbibes and copies what it hears and sees,
> And through life's labyrinth holds fast the clue
> That education gives it, be it false or true."

"Your own character will stand forth in a thousand points, clear, bold, well defined. Are you sudden in temper, unable to control your feelings, hot, hasty, petulant, peevish—what disastrous consequences may you not produce in the pliant minds of the little community over which you preside. Are you slow to anger, mild, forgiving, gentle, yet firm and energetic—what miracles of good may you not effect." Teachers! Oh how much that little word means! Have you ever seriously reflected how great are the obligations; how weighty the responsibilities you have assumed—whether knowingly or thoughtlessly—when you ventured upon a vocation which should bring all your energies to act upon minds that are to be illumined with the light of knowledge; upon hearts that are to be hallowed by the sanctity of religion; upon souls that are to dwell in heaven? Do you ask who can be sufficient for all these things? I reply: be not discouraged; be but faithful and just to your purpose; be the truth in every relation; speak it; act it; live it; and leave the result to God. But it may happen that the scene of your labor has none of the comforts and conveniences proper and requisite for the well-being of your little flock. The location of the school-house may be unwisely chosen from the driest and most dusty portion of a shadeless field; on the wrong side

of the road perhaps; the school-house itself may be more fitted for a pig pen or a hen coop than a place in which to teach fond mother's darlings and embryo statesmen. There will probably be no well of good, clear, sparkling water to refresh the thirsty urchins after they have indulged in a vigorous game of ball, or after a three mile walk through parched and treeless fields. Or, if there is a well, the pump is sure to be out of order; a hole in the pipe, perhaps, or a valve wanting; or the bucket leaks; or the dipper is lost; or the nearest neighbor will not let the scholars have any water from his well. All this has happened and may happen again. On entering the miserable apology for a school house, you will generally find rough, home-made desks; one rickety chair; a blackboard, too smooth to disintegrate the chalk—a stove with a rusty pipe and a broken door, generally concludes the list. If there are any color charts or outline maps they are faded and almost useless from exposure while doing duty as window shades or wainscoting. I am extremely sorry to be compelled to testify to the occasional occurrence of part or all of these evils and wants to which I have alluded; but, "'Tis true, and pity 'tis; 'tis true." How, you will ask, am I to be cheerful, smiling, polite, forgiving, and all that, in such a school-house? Well, it is a hard case; hard for you, hard for the children, and infinitely worse for the reputation of the district. But, having been entrapped into such a position, make the best of it while you remain (although you would be justified in not staying very long) and so demean yourself while there that all thoughts of the shameless neglect of the patrons of the district may be effaced or counterbalanced by the happiness of your innocent pupils.

> "There let sweet peace and calm content be found,
> There sunny joy and smiling hearts abound;
> There be soft words and gentle tones to bless;
> There winning looks and ways and kind address."

Your task will be the easier from the fact that where such neglect for the comfort of their children is found, home is not a paradise to the children, and they will rejoice to meet you, even there. They will sympathize with and aid you in your laudable task. Such children will be easily governed if they can be made to see that perfect deportment and good lessons give you pleasure, and the contrary gives you pain. Attach them to you by judicious commendation when they deserve it; by kindness, even in reproving; convince them that you are their friend, and that you want nothing so much as their welfare. Self-sacrifice is a very important element in a teacher's character. Forget self and let your best thoughts be for the good of others. Promote the good of the masses, and habit will soon make it both easy and pleasant.

But, on the other hand, "your lines may have fallen in pleasant places." I know more than one district where the neatly painted, shade-embowered school-house has served as a magnet to attract a congenial neighborhood of order-loving farmers to settle in that favored community. Here you will surely find a large-hearted, sunny-faced teacher presiding over a neat and orderly set of pupils, happy in the possession of new, patent furniture, plenty of good blackboards, charts, globe, and outline maps; a neat bookcase to contain the well selected and well read library, and everything necessary to insure the comfort of the pupils and aid the teacher in imparting scholastic lore and in developing the physical, the moral, and the intellectual nature of the pupils. Here, surely, you will find a polite teacher. It would be an anomaly to find any other than a kind and urbane man or woman presiding over such a school-house. Under such pleasant circumstances the man or woman who could not teach a school properly, has simply mistaken his or her vocation. Such are unworthy of the name of teacher.

In comparison with the school-houses of thirty years ago, I think I am fully justified in stating that we certainly have better and more comfortable quarters than those of that period. Whether, throughout the length and breadth of our country, they have improved as much in proportion to the wealth of the people and the increasing elegance and comfort of other public buildings, I am unable to state; but when we take into consideration the sparseness of the early settlers; the general rudeness of their homes; their home-made fur-

niture and scanty means; the inconvenience and simplicity of the old log cabin school-houses, it is not very surprising. If they had no claims to classic elegance in architecture, neither had their churches or their dwellings—where the high-backed, splint-seated chairs were articles of luxury compared with the heavy, boy-torturing, wooden benches, (too high for the little boys and not high enough for the young men, who were frequent inmates of the schools of that era) made of the softer half of the trunk of a small oak tree, judiciously selected by the homespun-clad pioneer to form a seat for the ruddy cheeked urchins who were to be instructed in the mysteries of Dilworth, Murray and Daboll. That the present generation have not entirely displaced these ancient structures by something corresponding to their increased wealth and comfort is certainly not much to their credit, and where it has been done no very great claim for precedence in educational zeal can be maintained, for, considering all things, it cannot probably be truly said that, in proportion to the general spread of luxury, comfort and elegance, our schools are much better accommodated than formerly. It is true we have many appliances now to assist the teacher which were not common in the era of log cabin school-houses – such as blackboards, outline maps, globes, charts, etc.—but they can never supply the place of brains and application on the part of the pupil, or want of knowledge and tact in the teacher.

In conclusion, I beg you to indulge me a few moments longer while I call your attention to the various methods of education (which have come down to us in history) practiced in past ages. In ancient Sparta the wise Lycurgus inaugurated a plan of education designed to train the youth of that day for the business they were to follow, and as war was the principal occupation of the citizens of that day, of course the physical part of their system was most prominent. The perfection of their training and its success was abundantly proven by Leonidas at the pass of Thermopylæ, when, with his three hundred Spartans, he defied an immense army and covered the Spartan arms with glory. Athens, the commercial emporium of the Mediterranean, was the most intellectual city of ancient Greece. This arose from her free intercourse with the maritime nations of the earth, and although she was more inclined to intellectual pursuits, yet from the nature of her relations to the other more warlike nations, she was compelled to combine the physical with the intellectual cultivation of her youth and the characteristics of her chief men, or the nature of her relations to others, determined which branch should be most assiduously cultivated. Rome was, perhaps, the most religious city of the ancients. The pious Numa, during his peaceful reign, contributed much more to the greatness of Rome than did the martial deeds of her heroes who had preceded him. Much of the greatness of Rome was fostered by the superiority of her women. We instinctively associate with our ideas of Roman grandeur the names of Cornelia, Aurelia and a host of other Roman matrons, who have wonderfully helped to make Rome famous. It was said by De Tocqueville that if he were asked, "To what the singular and growing prosperity and strength of the American people ought mainly to be attributed?" he should reply: "To the superiority of the American women." This was a great compliment from a great man. Let us endeavor to so train the present generation that we may continue to deserve it. Let us imitate the Spartan in our physical training, that we may have a sound body to contain the equally sound mind; let us vie with and strive to excel the Athenian in our desire for intellectual accomplishments; diligently copy whatever lessons of goodness that may have descended from the Romans, and endeavor to blend together in harmony the three great branches of education: the moral, the physical and the Intellectual.

SECOND DAY.

WEDNESDAY, November 30, 1870.

Institute met pursuant to adjournment. Dr. Trafton in the chair. Prayer by Rev. W. H. Hill. Minutes of preceding meeting read and approved. "Beautiful Bells" rendered in good

style by the Committee on Music, under the charge of Miss Hattie McCormack. Roll call. Whitman H. Hill, Superintendent Schools of El Dorado County, was elected Vice President, and took his seat on the stand. Miss Marietta E. Hall brought her class from the Grammar School before the Institute, and conducted a recitation in Grammar precisely as she is in the habit of doing in the school room. Brown's Grammar was the text-book used, and the class acquitted themselves well, both in analysis and parsing, doing their teacher much honor. An interesting discussion then followed, which was participated in by Superintendent W. H. Hill, of Sacramento, Dr. Levi, M. L. Templeton, W. H. Crowell, J. H. Shannon, and others. The comparative merits of parsing and analysis were thoroughly ventilated, and much good talking was accomplished.

Recess for ten minutes.

An original poem entitled "The Glass" was read by the author, Mr. C. D. McNaughton, which elicited much commendation. A resolution by Rev. W. H. Hill to publish in the TEACHER was unanimously carried.

Mr. C. D. McNaughton then illustrated his method of teaching spelling by selecting a class from the Institute. Mr. W. H. Crowell then read a very able and entertaining essay upon the "Calling and Qualifications of the Teacher," in which he portrayed the teacher in glowing terms, so that most of those present thought they could see before them the model.

On motion of Rev. Dr. Levi, Mr. Crowell was requested to furnish a copy for publication in the CALIFORNIA TEACHER. Adjourned to 1½ P.M.

AFTERNOON SESSION.

Afternoon session met at sharp time. Dr. Trafton in the chair. Music: a solo, the "Golden Stair," by Miss L. Rudolph, chorus by Misses Patterson, Kendall, Combs, and others. The piece was extraordinarily well rendered, eliciting much applause.

State Superintendent O. P. Fitzgerald then made his appearance, and was pressed into service immediately. On taking the chair after a few appropriate remarks, the regular programme was proceeded with.

Miss Lizzie R. Page then read an "Essay on Reading," in which were many good things, including imitations of all sorts and styles of bad reading, in which Miss Page conclusively proved herself to be not only an able essayist, but a model reader; bringing the risible faculties of her audience into full play, as she successfully imitated the various tones of voice and styles of reading familiar to many of us. At the conclusion, on motion of Rev. W. H. Hill, Miss Page was tendered the thanks of the Institute, and a copy requested for publication.

The next thing in order was an address by the Rev. H. W. Brown, First Assistant in Sacramento High School—subject: "Elocution." He advocated the exercise of declamation, the

cultivation of the voice, &c. Position and gesture were urged as worthy of particular care and attention. The distinction between the mechanical and natural style of delivery was made plain. And no one could fail to see the importance of expressing our thoughts feelingly and forcibly. A declamation by one of Mr. Brown's pupils (Wm. Peck) then followed — subject: "Belshazzar," which was finely rendered, giving ample testimony to Mr. Brown's efficient teaching.

A discussion then ensued in reference to the relative merits of English and American elocution, which was very edifying.

Dr. G. W. Hollister, of Chicago, was on motion of Superintendent Hill, elected an honorary member of the Institute.

Rev. Dr. Dwinelle then addressed the Institute on "The best method of inculcating morals and manners in the Public Schools." He urged very strongly the necessity of precept and example on the part of the teacher, in which he was strongly supported by State Superintendent Fitzgerald. On motion of Mr. J. H. Shannon a copy of the address was asked for publication in the CALIFORNIA TEACHER.

Mr. Samuel H. Jackman then brought a class from Elk Grove District, consisting of fourteen little boys and girls, to illustrate his method of teaching reading and writing. Superintendent Trafton here remarked that in comparing the merits of this class with others of the same grade in the city, the fact that they had only enjoyed the benefits of five months' school in a year for the past four or five years, whereas the city schools were in session ten months in a year, should be taken into consideration. The class then proceeded to read in the same manner as practiced by Mr. Jackman in his school, and were acknowledged by all to have made great progress in clearness of articulation and correct emphasis and inflection. In fact, the class were not behind city classes of the same grade. Mr. Jackman's method of teaching may be summed up in two words: iteration and reiteration. The exercises in penmanship were deserving of great credit. Mr. Jackman conclusively showed his class to have mastered the "Elements and Principles" of the Payson, Dunton & Scribner system of penmanship, and "wrote by note" correctly and readily. On motion of City Superintendent Hill, the thanks of the Institute were tendered to Mr. Jackman and his class for their interesting exercises, and for their bravery in being the first class ever brought from any country school before an Institute in this county.

EVENING SESSION.

Institute met at 7 P.M. State Superintendent O. P. Fitzgerald in the chair. Music, solo, "Where the little feet are waiting," by Miss Rudolph, chorus by Misses Combs, Patterson, Kendall and Miller. Solo by Miss Combs. State Superintendent O. P. Fitzgerald then addressed a large and attentive audience on the subject of "Popular Education." The great importance of the

subject was ably impressed on the minds of the hearers in the Doctor's characteristic style. The thanks of the meeting were unanimously tendered to the State Superintendent for his able, instructive and entertaining address. Adjourned to meet at 9 A.M. December 1st.

THIRD DAY.

THURSDAY, December 1st, 1870.

Met pursuant to adjournment. Dr. Trafton in the chair. Prayer by Rev. C. D. Roberts, of Smartville. Music by the Committee, "Star Spangled Banner." Minutes read and approved. Mr. C. E. Bishop read an essay on the use of the globe in the school room, which was very instructive and was well received by the members present. Dr. Trafton then read and commented on the statistical portion of his last annual report. Rev. W. H. Hill then took the chair. Miss Fannie E. Bennett then introduced a class from the Intermediate School, and gave one of her lessons in Elocution, which was a model of perfection in that line. Some of the recitations were of a very high order, reflecting great credit on Miss Bennett as a teacher, and showing remarkable talent in the pupils. State Superintendent O. P. Fitzgerald complimented her very highly. Miss Ida M. Freel then read a profound and elaborate essay on the use of the globe in the school room, and illustrated her method of teaching to an impromptu class from Institute. Miss Freel responded readily and cheerfully to numerous questions asked her about her method of teaching and solving problems, &c. Miss Mattie H. Gilmer then brought a class from the Primary School and gave an object lesson on colors and a calisthenic exercise, both of which were well performed and did credit to Miss Gilmer as a teacher. One of the best traits of character in a teacher, "amiability," seems to be Miss Gilmer's "forte," as evidenced by the great affection her pupils entertain for her. Adjourned to 1 P.M.

AFTERNOON SESSION.

Institute convened promptly at the appointed hour, Dr. Trafton presiding. The graduating class from the Franklin Grammar School was brought before the Institute by Miss Mary J. Watson, and gave an exhibition of their proficiency in calisthenics. The exercises were very interesting, the whole class clad in a neat uniform, moving to the music as one individual with marvelous exactness; dumb-bells were used, and the whole exercise was protracted twenty-five minutes. At the conclusion the ruddy cheeks of the pupils gave evidence of the invigorating nature of the exercise.

Mr. A. Dulow, professor of modern languages, brought his class in German from the High School before the Institute, to demonstrate his method of teaching that language. The exercise occupied one hour (the ordinary time given to that study

every day) and exhibited great proficiency, considering the time they have been engaged in studying the language (about one year), and further, the fact was brought out by a question to the Principal of the High School, that the pupils were not behind the members of their class who do not study German, in their other studies. The exercises were criticised favorably by some Germans present. In fact, Mr. Dulow's method of teaching the language is all that can be desired. A recess of ten minutes. After which Mr. A. H. McDonald, Principal of the Franklin Grammar School, read an essay on "Thoroughness in Teaching," in which he urged the necessity of paying increased attention to the slow and backward pupils. He considers frequent reviews as quite essential to thoroughness in teaching.

Professor E. S. Carr, of the State University, then favored the audience with a very able and interesting lecture on the subject of "Industrial Education," which was delivered in the Professor's well known style—than which no more need be said. At the conclusion, on motion of A. Dulow, a vote of thanks was tendered to Professor Carr. Adjourned to 7 P.M.

EVENING SESSION.

State Superintendent O. P. Fitzgerald in the chair. Music—"From Our Merry Swiss Home," a duet by Misses Combs and Patterson, Miss McCormack presiding at the piano. Dr. Carr occupied the evening, to the great delight of a crowded audience, in exemplifying "The Breath of Life" by many interesting chemical experiments. The simplicity of the Doctor's apparatus was rather surprising to some who had seen many lectures in chemistry. All agreed in testifying to the ability with which the subject was handled. Many remarked that they had expected to be bored when they saw the "bottles and things," but were agreeably disappointed by seeing that an abstruse subject may be so simplified as to be interesting to a popular audience.

THIRD DAY.

FRIDAY, December 2d, 1870.

Institute met at the hour appointed. Prayer by Rev. H. W. Brown. Roll call at precise time. Minutes read and approved. Miss Ida M. Freel read a most interesting and instructive essay on "How to Write Compositions,' and gave illustrations on the blackboard of the manner which she pursued in her own school. After the conclusion of this exercise, Miss Freel read in excellent style a most interesting original poem entitled "Coming Changes." Miss Fannie E. Bennett then introduced her class from the Intermediate School and gave a practical illustration of her method of teaching "Practical and Mental Arithmetic, continued." It is hardly necessary to say that this class performed well, after having said Miss Bennett was their teacher. The pupils were not trained for the occasion, but were only going through an ordinary recitation. A recess of ten minutes.

Mrs. Sarah A. Folger brought her class from the Grammar School—in Geography. The peculiarity of her method of teaching consisted in requiring her pupils to ask each other a question immediately after answering one propounded by some other pupil. From the proficiency of the class, the method appears to have the merit of complete success. Adjourned till 1 P.M.

AFTERNOON SESSION.

Institute met at the appointed hour. Dr. Trafton in the chair. The Chairman of Committee on Resolutions, Rev. H. W. Brown, reported the following Resolutions, which were unanimously adopted:

Resolved, That the Teachers of Sacramento City and County here assembled send greeting to all fellow laborers in the great cause of Education, congratulating them upon the great progress made therein during the past year.

Resolved, That the elements of the natural sciences should form the basis of Elementary Education.

Resolved, That the science of book-keeping and commercial calculations do not receive sufficient attention in the Public Schools of California.

Resolved, That chewing of tobacco is a serious hindrance to a teacher in the inculcation of manners, if not morals, and may be just cause for turning the scale against a candidate for the position of teacher.

Resolved, That spitting on the floor of a school room is an offence against good manners.

Resolved, That this Institute heartily endorses the action of the State Board of Education in the changes which have recently been made in text-books.

Resolved, That we, as teachers, carry to our several school rooms new zeal and earnestness, more faithfulness and love for the cause, more sunshine, patience, gentleness combined with firmness, and thoroughness in teaching, aiming more at practical results and trying to elevate in the estimation of the citizens of California the calling we have chosen.

Resolved, That the thanks of the Institute are tendered to our State, County and City Superintendents; to Professor E. S. Carr, of the State University; to Whitman H. Hill, Superintendent of Schools of El Dorado County; to Revs. H. W. Brown, Dr. Dwinelle, Rev. Wm. Goeth, Rev. C. D. Roberts; the various Committees of the Institute; to the public press of Sacramento City; to the various lines of Railroads and Steamboat Companies, and all who have in any way helped to render the Institute pleasant and profitable.

On motion of Dr. Levi:

Resolved, That a proposal should be made to the teachers of the State to form a Mutual Corresponding Educational Society, in order that more interest be taken in the higher branches of education.

The Committee on Questions reported quite a number of questions, all satisfactorily answered. The hour for final adjournment having arrived, the President closed with a hearty and earnest appeal to the teachers of Sacramento County to profit by the interesting exercises just concluded, expressing his confidence that the education of our children may safely be trusted to the able teachers who have read essays and poems, brought classes and otherwise endeavored to further the interests of the convention. "Their delicious music and able poems amply testify to the fact that the cultivation of æsthetics belongs to the teacher, and suggest to the mind the possibility of introducing into the public schools successfully music, poesy, drawing, &c.

The able manner in which the science of chemistry had been simplified, suggests the proper method of grading other difficult studies to the scale of the pupil's understanding. Our session has been on the whole a pleasant one, more free from unpleasant incidents than any previous session, thus exhibiting signs of progress. Should any ruling or action on the part of the Chair have grated harshly on the feelings of any I beg you to consider it an error of the head and not of the heart. In fact, some friction is necessary to bring into action qualities essential in a model teacher, such as forbearance, patience, suavity in manners, command of self. I, for one, can say that my intercourse with the Institute has been profitable to me in more than one particular. In conclusion, allow me to hope you will all carry from this room many pleasant remembrances, and that you may have a continuance of health and prosperity is the sincere wish of your humble servant."

The Institute then adjourned *sine die*.

C. D. McNaughton, Secretary.

YOLO COUNTY TEACHERS' INSTITUTE.

Woodland, December 5, 1870.

MONDAY MORNING SESSION.

The Institute was called to order at 11 A.M., County Superintendent Darby in the chair. The exercises were opened by prayer from Rev. S. R. Roseboro, after which, the roll being called, twenty-two members responded.

E. K. Otey was elected Secretary and Miss Mattie Roseboro Assistant.

The Chair appointed a Committee of four, consisting of Messrs. Baker, Ball, John Pendegast and Mrs. Roseboro, to draw up an order of exercises, and report at commencement of afternoon session.

Adjourned to meet at 2 P.M.

MONDAY AFTERNOON SESSION.

At 2 P.M. the Institute met pursuant to adjournment. Opened with music by Mrs. Clinton, and song by an excellent choir.

The Committee on order of Exercises then presented their report.

On motion, the Chair appointed Mr. John Pendegast and Miss S. Ziegler as critics, with instructions to report after the adoption of the minutes at each session.

On motion, a Committee on Introduction, and a Committee on Resolutions were then appointed by the Chair. The Institute was then declared fully organized.

Superintendent Darby then arose and made a brief address, touching on the duties, responsibilities and dignity of the teach-

er's profession. His remarks were received with a warm appreciation by all.

Pursuant to programme, Mr. E. R. Brooks then read an excellent and meritorious essay on the "Duties of Public Teachers to the Country." The subject treated by Mr. Brooks was well chosen and delivered with fluency, eliciting warm applause.

Then followed a short recess, during which the Committee on Music responded to a call by presenting some really excellent songs and instrumental pieces.

After the call to order, an interesting and instructive discussion ensued with regard to the propriety of introducing some standard work on analysis of the English language. Messrs. Edwards, Stone, Brooks, Seely, Mrs. Roseboro and Superintendent Darby, with a number of others, took part in the discussion. The sense of the Institute was thus fully called out, exhibiting the almost unanimous desire of the members present that some work of this kind should be introduced.

Mr. Seely then voluntarily gave some blackboard illustrations of the principles of analysis, and the method of teaching the same to pupils.

The propriety of the immediate introduction of McGuffey's series of Readers into the County Schools was thoroughly considered. The majority of members advocated their immediate adoption, severely criticising the Wilson's series, and pointing out the many faults therein apparent.

On motion, a Committee was appointed to wait on the resident clergy of Woodland, with a request that they address the Institute at their convenience.

The Secretary was instructed to extend a cordial invitation to the faculty and students of Hesperian College to attend the Institute.

Adjourned to meet at 9 A.M. Tuesday.

TUESDAY MORNING SESSION.

Institute called to order at 9 o'clock.

After music by the choir, the minutes of previous session were read and adopted.

Some pointed and well deserved criticisms were read touching the matter and manner of some of the "entertainers" of the preceding day.

Mr. Banks was then introduced according to programme and presented a lucid illustration of his method of teaching penmanship.

Mr. Felt followed with some good suggestions. Several other gentlemen volunteered remarks.

"Six Little Feet on the Fender," a reading, was then faithfully rendered by Miss Viola Roseboro.

The Committee on Resolutions now presented their report. On motion, it was ordered that the resolutions be laid on the table for discussion at 10 o'clock Wednesday afternoon.

A short recess followed, during which a number of members were enrolled.

After the call to order, Miss Roseboro recited "The Modern Belle," which was well received.

The concluding special exercise of this special session was decidedly the most interesting and satisfactory feature of the Institute. It consisted of a general exercise in Arithmetic, by a class from the Woodland Public School, consisting of T. H. Burton, Stephen Sill, George Fiske, Emil Krellenberg, Eva Jackson and Favalia Hafky, and led by W. W. Stone. The remarkable facility with which these bright boys and girls solved the various problems given them—ranging from the primary branches, through the complications of Fractions, the tedium of Percentage, and the various departments of Involution and Evolution, was astonishing. This class has (under Mr. Stone's masterly system of instruction) already completed the entire course of mathematics as contained in Eaton's High School Arithmetic. Remarks were made by members of the Institute complimentary to the Principal.

Adjourned to meet at 2 o'clock P.M.

TUESDAY AFTERNOON SESSION.

Institute met pursuant to adjournment. Minutes read and adopted. Letters from faculty and students of Hesperian College read, stating inability to attend the Institute.

The critics offered their report, calling out a remonstance from the other side.

First special exercise, reading of the "Kitten's Complaint" by Miss Roseboro, which was well received, being most faithfully rendered.

A class exercise in Algebra, conducted by Mr. Pratt, constituted the next feature in the exercises of this system, occupying some two hours, in lucid and forcible demonstrations of algebraic subjects.

Mr. Seely then read the "Bachelor's Soliloquy," with a spirit only to be derived from long and sad experience in the lamentable state of bachelorhood.

Mr. W. H. Edwards then read "Byron's Monody on Sheridan" with good effect.

After some excellent vocal and instrumental music, adjourned to meet at 7 o'clock P.M.

TUESDAY EVENING SESSION.

The evening hours of the Institute were instructively and profitably filled by eloquent and appropriate addresses on the subject of education, by Rev. J. N. Pendegast and Dr. Roseboro, before a large and appreciative audience. The remarks of the reverend gentlemen were characterized by an earnest interest in the common cause of education.

After tendering thanks to the reverend gentlemen for their encouraging remarks, the Institute adjourned.

WEDNESDAY MORNING SESSION.

Met at 9 A.M. Opened with song by choir. Preceding minutes read and adopted.

On motion, the resolutions embodied in the report of the Committee were taken from the table for discussion. It was determined to consider the resolutions *seriatim*.

The first resolution offered was:

Resolved, That the Bible should not be banished from the Public Schools.

The discussion of this question was carried to considerable length and argued with considerable warmth—Messrs. Ball and Stone deprecating the agitation of the subject and advising that the teachers be governed by their own sense of duty to themselves and their charges, and Messrs. Pratt, Roseboro, Edwards, Johnson, Martin and several ladies advocating its use. Several amendments were offered, but lost, and the original motion finally was carried.

The following resolution was then taken up and discussed.

Resolved, That pupils should not be required to commit arbitrary mathematical rules, but should be encouraged to give the ideas and principles involved in their own language.

The consideration of this question elicited great diversity of opinion, some contending that in order to reduce the youthful mind to the "order" requisite for proficiency in mathematics, arbitrary methods should first be presented. Others argued, per contra, that "order" was a consequent of, and not a requisite for efficiency. Resolution adopted by the casting vote of the Superintendent.

On motion, the order of the day was suspended for the purpose of listening to a reading by Miss F. Hafky. "Thanatopsis" was selected and rendered in a very agreeable and entertaining manner.

After a rambling discussion on school government the Institute adjourned.

WEDNESDAY AFTERNOON SESSION.

Met at 1½ P.M. Upon calling the roll forty-eight members responded. Afterward some new members enrolled.

The following resolution was taken up for discussion:

Resolved, That pupils should not be introduced to the study of Grammar until the mind is sufficiently matured to comprehend the relation of words to ideas.

After considerable debate the motion was adopted and the next in order taken up.

Resolved, That our County Board of Examiners are too strict in conducting the examination of applicants for certificates.

This resolution was presented by some member for the purpose of obtaining the sense of the Institute upon the present

system of examining teachers. After a one-sided discussion, in which even a higher standard was insisted on, the resolution was indefinitely postponed.

Resolved, That the salary of teachers be based upon qualifications, and not sex.

Resolution unanimously adopted.

An amended resolution was then offered and adopted.

Resolved, That the system of accepting a lower grade of qualifications for primary teachers, and paying them a less salary, is unwise.

Adjourned to meet at 7 o'clock.

EVENING SESSION.

Institute met and opened with music by the choir.

The following resolutions were read and unanimously adopted:

Resolved, That whereas Congress has legalized the metrical system of weights and measures, teachers should qualify themselves to teach the same.

Resolved, That this Institute heartily indorse the action of the State Board of Education in needful changes recently made in the list of text books.

Resolved, That school government or discipline is dependent not on the physical but mental superiority of the instructor.

Resolved, That the want of apparatus in the schools of Yolo County seriously retards progress.

It having previously been announced that W. W. Stone would deliver a lecture on "Mind—Its Materiality," that gentleman now came forward and was introduced by the Chairman. He "spoke his piece" with his usual vim.

Calls for Judge James Johnson were responded to by that gentleman making his appearance and entertaining the audience by an eloquent continuation of the same subject. Several other gentlemen were called upon and responded briefly.

A resolution was adopted tendering the thanks of the Institute to the Superintendent for the able and efficient manner in which he had presided.

A resolution of thanks to the Secretary was also adopted.

Amid loud and prolonged calls for Seely, the Institute adjourned *sine die*.

E. K. Otey, Secretary.

EL DORADO COUNTY TEACHERS' INSTITUTE.

Pursuant to notice, the teachers assembled in the Placerville Grammar School room, on Tuesday, November 22d. The meeting was called to order by Whitman H. Hill, County Superintendent. After a few appropriate remarks from the Superintendent, Rev. C. C. Pierce opened the session with prayer.

Mr. Geo. F. Mack was elected Vice President; Henry W. Fenton and Miss Georgia A. Kenney were chosen Secretaries. The following committees were appointed:

On Introduction—Mrs. A. S. Jaycox, Geo. F. Mack and Chas. Dascomb.

On Music—Misses Cynthia C. Gibbs, Alice Harmon, Mary A. Bennet, and Messrs. J. P. Munson, John H. Miller and Lafayette Miller.

On Questions—Messrs. E. Watkins, H. R. Wilson, J. H. Berry, Misses E. J. Toombs and Alice Harmon.

On Order of Exercises—Messrs. J. H. Berry, Frank A. Peachy, William B. Wallace, Mrs. Jaycox and Miss Lotta Wetherwax.

On Resolutions—Messrs. J. H. Miller, J. P. Munson, E. Watkins, H. R. Wilson and Mrs. Bailey.

Critics for each day were appointed.

Rev. Mr. Pierce opened the exercises by favoring the Institute with some lucid, practical ideas on education, its objects, &c.

The subject of spelling was then introduced, Mr. H. R. Wilson opening the discussion. He was followed by Messrs. Peachy, Watkins, Mack, Dascomb, Mrs. Jaycox and others. Many of the teachers favored the phonetic system, and hoped the day would not be far distant when it would be in general use. The time allotted to the morning exercises having now elapsed, an adjournment was decided upon—the Institute to meet again at 1½ P.M.

AFTERNOON SESSION.

Mr. J. P. Munson read a sensible and humorous Essay, entitled "What Shall we do with Them?" While reading this paper Mr. Munson was frequently applauded. The next topic for discussion was "Reading." Many members took part in this discussion, and many valuable ideas were evolved. On motion, a class in reading, composed of the following teachers, was formed: Messrs. Peachy, J. H. Miller, Wilson, Miss Bennet and Mrs. Jaycox; with Rev. C. C. Pierce, Miss C. Gibbs and Mr. Watkins to act as critics for this occasion.

On motion, Miss Georgia Kenney was requested to present a class to the Institute for the purpose of having her illustrate her method of teaching Concert Reading.

The meeting now adjourned to meet at 7½ P.M. in the Presbyterian Church.

EVENING SESSION.

The Institute met punctually, and their number was largely augmented by a very respectable audience of ladies and gentlemen, all evidently much interested in the subject of education. The handsome, comfortable, well lighted Church had but few empty seats.

The Chair was, by a vote of the Institute, temporarily occupied by Mr. J. P. Munson—the Vice President, Mr. Geo. F. Mack, being unavoidably absent. The meeting was called to order; Rev. Mr. Newell, pastor of the church, opened with prayer.

The Chairman now announced the County Superintendent, Whitman H. Hill, who delivered an able and carefully written address to the Institute, the reading of which took up nearly an

hour, during which time he was listened to with attention, and its termination was followed by hearty applause.

The Philharmonic Society then sang "A Hundred Years to Come."

Next in succession came an essay on "School Discipline," by Mr. Watkins.

The report of the Critic of the day, Miss L. V. Newell, terminated the evening session. Her criticisms were marked by originality of expression, and a keen appreciation of the ludicrous. Few escaped the sharpness of her blade.

WEDNESDAY MORNING, NOV. 23.

The Institute was called to order promptly at 9½ A.M. The roll having been called, the minutes of the Tuesday's session were read and approved.

Prayer by Mr. Pierce; after which Miss Georgia Kenney and Miss Alice Harmon, sang "Put Your Shoulder to the Wheel."

Miss Kenney next introduced her class and gave the members of the Institute an opportunity of judging what perseverance and patience may accomplish in this direction. A vote of thanks was adopted.

An essay on "Reading," by Mr. Chas. Dascomb, was next on the programme.

Physiology was subsequently introduced. Rev. Mr. Pierce opened the discussion. H. R. Wilson, who succeeded, manifested an extraordinary amount of knowledge in connection with this very important branch. Mrs. Jaycox, also discoursed to advantage on the same. Messrs. Dascomb, Hill, and others, participated.

A recess of ten minutes was now proclaimed.

After recess, Miss Gibbs rendered the song "The Orphan's Lament," in a manner calculated to reach every heart susceptible to feelings of tenderness and the beauties of harmony.

The discussion on Physiology was resumed, the speakers evincing a commendable degree of enthusiasm in debating a subject that is only too often considered dry and uninteresting. The Institute adjourned at noon.

WEDNESDAY AFTERNOON.

The Committee on Music sang "Holiday Song," immediately after which the Chairman announced Deputy State Superintendent, A. L. Fitzgerald, and Dr. Trafton, Superintendent of Schools, Sacramento County. Both gentlemen favored the Institute with a few remarks. Grammar was the next subject broached. Its merits and demerits, together with the various methods of teaching it, were canvassed by Messrs. Munson, Fenton, J. H. Miller, Miss Bennet, Mrs. Jaycox and others.

A recess of ten minutes was now announced.

After recess Mr. Watkins offered some further remarks on Grammar.

Geography came next, claiming a considerable share of attention. The following members shared in the colloquy which ensued: Messrs. Munson, J. H. Miller, Wilson, Fenton, Misses Bennet and Harmon.

The Institute now adjourned until 7½ P.M., to meet in the Presbyterian Church, as before.

The evening session was inaugurated by prayer, followed by some choice musical selections from the Philharmonic Society.

Mrs. A. S. Jaycox contributed to the entertainment by reading an essay on "Education." It was very well received.

Dr. Trafton, of Sacramento, was then introduced and delivered a lecture on the one engrossing theme of the occasion—"Education and its Aims." It was delivered in the Doctor's well-known happy style, and was warmly applauded.

Music by the Philharmonic Society, was followed by the reading of the Critics' report, when a motion to adjourn prevailed.

THURSDAY MORNING, NOV. 24, 10 O'CLOCK A.M.

After the usual preliminaries, Dr. Trafton furnished some valuable satistical information pertaining to school matters in his own county of Sacramento. He then read and commented instructively upon "The Course of Study in the Common Schools" as just revised by the committee (of which he was a member,) appointed to that duty by the State Board of Education, at a late session. He closed, however, having gone over but half of the course. The Doctor also gave the teachers present some excellent and useful recipes (much needed) for preparing black-boards, &c. A short dissertation ensued on certain school books in use, their peculiarities, defects, &c., elicting from Mr. Munson a proposition embodied in a resolution found below. The Institute then adjourned to attend religious exercises held in the several churches of the city.

THURSDAY AFTERNOON.

Attendance of members comparatively small—seats filled, however, by a number of visitors. Dr. Trafton resumed, and concluded the reading of the Revised Course of Study, accompanying the same with judicious explanations and comments, indicating much thought and careful preparation on his part, and interesting and instructive to every member. No other business was transacted, and after an announcement by the Chair of an invitation to the Institute, from Mr. and Mrs. Brown, of Upper Placerville, to attend a social party at their residence in the evening, the convention was adjourned to meet at 9 A.M., next day.

FRIDAY MORNING, NOV. 25.

The Institution was called to order at the usual hour, A. L. Fitzgerald, Deputy State Superintendent, presiding. After roll call the minutes of the previous day were read and approved.

The introduction of Arithmetic was the signal for an animated

discussion. Mr. Munson led off and was followed by Messrs. Fenton, Dascomb, Mack, and others. Suffice it to say, the subject was given up with manifest reluctance.

An essay on "Topical Instruction" was next read by Mr. Munson. After which a recess of five minutes was allowed, when Penmanship was announced as the theme for consideration. But few teachers participated, owing to the limited time allowed. Mr. Dascomb treated the audience to sundry apt illustrations of his method. The hour for adjournment having arrived, the members separated to meet again at 1½ P.M.

FRIDAY AFTERNOON.

Miss Cynthia C. Gibbs, of Uniontown, sang another of her exquisite solos, "Birdie, I am Sad To-Night," as an opening piece.

Miss Mary H. Bennet read an essay bearing the title, "Teacher and Pupil," which was very well read and highly appreciated.

"Music in the School Room," which was next on the programme, afforded the ladies an opportunity of testifying to their regard for this delightful exercise. Recess—ten minutes.

After recess, music by the committee. "School Discipline" was then dealt with. This discussion occupied the remainder of the session; in fact, the Institute voted to prolong it one half hour over the time for closing.

EVENING SESSION.

Institute met in the Presbyterian Church as before. Music by the Philharmonic Society; after which J. H. Berry read an essay on "The Beauties of the Mind." More music from the Philharmonics, and Mr. Fitzgerald was introduced to the audience. He delivered a lecture on "The Coming Teacher." About an hour and a quarter was taken up in its delivery, during which time the profoundest silence reigned throughout the building, which was quite filled. Its conclusion was the signal for a very general clapping of hands.

The Critics' report, by Miss Ellen J. Toombs, was read next; both the matter and the reading being highly creditable to the fair authoress. The report of the Committee on Questions followed.

The Committee on Resolutions afterwards handed in their report, which was as follows:

Resolved, That the grateful thanks of the members of this Institute are due to Whitman H. Hill, for the able and impartial manner in which he has presided during the present session.

Resolved, That our grateful acknowledgments are due to Prof. A. L. Fitzgerald, Deputy State Superintendent, for his able address and the valuable assistance he has rendered during the present session of the Institute.

Resolved, That Dr. Trafton, Superintendent of Public Schools, Sacramento County, has the heart-felt thanks of this Institute, for his very able address, and the valuable information which it embodied.

Resolved, That the thanks of this Institute be tendered to the several clergymen of this city, who aided us in our opening exercises.

Resolved, That the Trustees of the Presbyterian Church are entitled to the earnest thanks of the Institute, for their kindness in giving the use of their Church for the evening session.

Resolved, That this Institute is truly grateful to the Philharmonic Society, for the obliging manner in which it has contributed its aid to render the evening sessions entertaining.

Resolved, That the salary of the County Superintendent of El Dorado County, as fixed by the last Legislature, is entirely too small to enable him to discharge a very important part of his official duty, and therefore should be increased.

Resolved, That the teachers throughout the State be requested to report to their respective County Superintendents, all errors which they may discover in the text books now in use, and that the County Superintendents be required to forward said list to the State Superintendent, with a view to their ultimate correction.

Resolved, That Dr. Trafton, Messrs. Fitzgerald and Hill, be requested to furnish copies of their addresses for publication.

Resolved, That the thanks of the Institute are due to the Secretaries for the efficient manner in which they have discharged their duties.

The resolutions were adopted *seriatim*. The Institute then adjourned *sine die*.

HENRY W. FENTON, }
GEORGIA A. KENNEY. } Secretaries.

FRESNO COUNTY TEACHERS' INSTITUTE.

FIRST DAY.

In accordance with Sec. 21 of the Revised School Law, the County Superintendent and teachers of Fresno County met in the Public School House at Centreville, December 7th, 1870.

Thirteen teachers of the county were present, as follows: S. H. Hill, Thos. O. Ellis, Sr., J. E. Sherrard, H. C. Higby, S. W. Spears, T. S. Shaw, R. H. Bramlet, Dr. E. F. Greenleaf, Dr. J. M. Vaness, J. D. Collins, Miss N. S. Ellis, Miss E. A. Barton and Miss Sallie N. Foster.

Exercises opened with prayer and singing. S. H. Hill, County Superintendent, explained the object of the meeting. He said that the Institutes in the other counties had been productive of much good, and he hoped this County Institute would prove beneficial to the cause of education in this part of the State.

The Institute was then organized by electing the following officers: Thos. O. Ellis, Sr., and J. E. Sherrard, Vice Presidents; J. D. Collins and Miss E. A. Barton, Secretaries.

The following Committees were appointed: S. M. Hill, on Instruction; Thos. O. Ellis, Sr., J. E. Sherrard, R. H. Bramlet, Miss N. S. Ellis and Miss Sallie N. Foster, on Arrangements; The ladies of the Institute and S. W. Spears, on Music; T. S. Shaw, H. C. Higby and Miss N. S. Ellis, on Questions; Dr. E. F. Greenleaf, Dr. J. M. Vaness, J. E. Sherrard, H. C. Higby and J. D. Collins, on Resolutions.

The following resolution then carried:

Resolved, That the Chair have power to invite persons of literary tastes and acquirements to become members and participate in the proceedings of this Institute.

The Chair then invited several persons to take part in the proceedings. The following enrolled their names: J. G. Simpson, John Barton, W. C. Caldwell, Miss G. N. Ellis, Mrs. Lydia A. Craig, Miss Alice A. Hutcheson, Miss Roda Wood and Miss Sallie Smith. Adjourned.

SECOND DAY.

The Institute met at 10 o'clock. Superintendent S. H. Hill in the chair. Prayer by the Rev. T. O. Ellis, Sr. The minutes of the previous meeting read and adopted. Music by the choir.

A sentence in Grammar was anaylized by J. D. Collins; he illustrated on the blackboard the diagram system. A discussion in regard to the best mammer of teaching "Grammatical Analysis" followed, in which several members participated. A problem in percentage was solved by R. H. Bramlet. Select reading by Miss Sallie N. Foster. Adjourned.

AFTERNOON SESSION.

The Institute met at 2 o'clock. Superintendent S. H. Hill in the chair. R. H. Bramlet read an essay on "The Ravages and Victories of Time," which was applauded by the Institute.

The analysis of the Alphabet, by Thos. O. Ellis, Sr., was listened to with interest. J. E. Sherrard gave his plan of teaching Geography. Remarks on same by other members. A lecture on Penmanship by T. S. Shaw. Adjourned.

THIRD DAY.

Institute met at 9 o'clock. Superintendent S. H. Hill in the chair. Prayer by Rev. Thos. O. Ellis, Sr. Song, "A Light in the Window," by the choir. The minutes of previous meeting read and adopted.

A lecture on Electricity by J. D. Collins. Remarks on same by Dr. J. M. Vaness. An oration by T. S. Shaw, subject: "Mental Improvement a Progressive Work." Music. Adjourned.

AFTERNOON SESSION.

Music. A solution in Arithmetic by H. C. Higby. The mental analysis of Fractions by R. H. Bramlet.

The following resolutions were voted on and carried:

Resolved, That the Institute endorse the recent changes made in text-books by the State Board of Education.

Resolved, That the Institute tender thanks to the citizens of Centreville and vicinity for the interest they have manifested in the cause of education, and particularly to W. C. Caldwell for his kindness and hospitality.

Resolved, That the Institute tender thanks to S. M. Hill for the efficient and impartial manner with which he has presided.

Adjourned *sine die*.

J. D. Collins, Secretary.

A REVIEW OF BERNHARD MARKS' NORMAL TRACT ON FRACTIONS, INCLUDING THE ESSAY ON TEACHING FRACTIONS.

Mr. Marks commences his Essay by laying down the broad and comprehensive premise, that "A, B and C are first-class teachers." He attempts to fortify this assertion by declaring that "each is thoroughly familiar with the subject;" and adds still further, that "they enjoy the advantages of the light shed upon it by the higher Mathematics." Now, if each man is thoroughly familiar with the subject already, how can anything be added to increase that familiarity? I admit that a man may *think* that he knows all about a subject, when he does not; but Mr. Marks does know that the higher Mathematics do throw light upon the subject of Arithmetic, and yet, according to his own words, he makes A, B and C thoroughly familiar with the subject, and adds to this, "the light of the higher Mathematics." Now, what are a few of the fundamental qualifications of a first-class teacher of Arithmetic? A competent knowledge of the subject; power to impart that knowledge to others; method in presentation; a knowledge of what truths are most easily and naturally received at first as foundation of others; what illustrations and examples are most pertinent and satisfactory; what degree of repetition and inculcation are required to cause the impressions to remain; and how individual peculiarities of intellect may be addressed; these, and many other qualifications, must certainly belong to A, B and C, or they never would have reached the high eminence of first-class teachers of Arithmetic. If A is a first-class teacher of Arithmetic, then he is able to exhibit the subject in all the possible phases in which it can appear. A, understanding the subject in all its parts—perfectly, thoroughly, and possessing the power to impart—to awaken in the minds of his pupils the very thoughts of the subject that exist in his own mind, would cause these very thoughts to be reproduced in the minds of his pupils, in all their clearness and evident certitude, and the highest possible results would be obtained. A, being thoroughly familiar with the subject himself, would never say "Enough" till the first, last, and all the intervening principles could be demonstrated by each pupil in his class. Though he might never accomplish this, it is for this he strives. If A's class is drilled to his entire satisfaction, then they have received the highest possible drill that is within the power of human effort. Mr. Marks tells us: "While A's class can answer all his questions to *absolute perfection*, they cannot understand the questioning of B or C on the same subject." There never was a class organized since the primeval age of man that reached that degree of perfection. A class that answer all the questions to absolute perfection that a first-class teacher would deem it necessary to ask, would, certainly, have all the

knowledge of the subject that was needful. A question answered to absolute perfection certainly implies a perfect understanding of what the question embodies. I am aware of the fact, that pupils of some teachers do answer questions parrot-like—do not understand the import of the words they are using; but pupils drilled to the entire satisfaction of a first-class teacher would not be found doing this, as a class. A would ask his class all the questions that were necessary to ascertain whether they had a competent knowledge of the subject, and these would be all that would be necessary for any one to ask. If, then, B and C ask questions which these pupils do not understand, they cannot be pertinent to the subject; for, the language of Mathematics is *precise*, and does not admit of much latitude, either in definitions or demonstrations.

Mr. Marks tells us, "If the foremost pupils of A and B were placed in the same class with the best pupils of C the new class would not be able to recite in a satisfactory manner." Why cannot the pupils recite in a satisfactory manner? To whom would these recitations be unsatisfactory? What causes the inability of these pupils, when aggregated, to recite in an unsatisfactory manner? They are all drilled to the entire satisfaction of their first-class teachers. Mr. Marks says: "The recitations of A's pupils would be Greek to those of B and C, and *vice versa.*" I suppose by this classical term, the author means that the recitations would be to the separate parts of the new class, as though they were spoken in an unknown tongue!! Now, if these assertions be true, then it follows that a person may understand a subject thoroughly, and several persons may ask him questions exclusively belonging to that subject, and these questions would be entirely incomprehensible. According to this reasoning satisfactory examinations could be had only when the examinations were conducted by the teacher of the class. I know that there are different processes by which we arrive at the same results, and different definitions of the same thing, but I am not willing to admit that there is a first-class teacher who is not aware of this fact, and being aware of it, he would give his pupils the benefit of that knowledge.

It is *improperly* said, "Every teacher has his or her own method of teaching Arithmetic." They do not have different *methods* but different illustrations and explanations of the same method. I know well, that there are Arithmetics on the Inductive Method; on the Deductive Method; by Synthesis; by Analysis; Theoretical Arithmetics; Practical Arithmetics; the Philosophy of Arithmetic; Normal Tract; Arithmetics, Objectively and Subjectively presented; and each of these bastioned with prefatory arguments, and inexpugnable proofs (as the authors think) of the superiority of each. Now, were the covers and the pages of these books removed, a person might easily take them for separate copies of the same edition by the same author, so far as their contents are

concerned. If a teacher desired to teach a favorite method, it would be impossible, from the following considerations: the same teacher does not have a class under his or her instruction more than one year (in nine tenths of all the schools). The pupils during this time are assisted at home, by fathers, mothers, sisters, brothers, and, often, by pupils of higher classes elsewhere. Now, it is very probable that all the possible ways of doing examples, illustrating and demonstrating rules, would be brought out in this way. One of the commonest occurrences in a schoolroom (except whispering) is the constant assertion of the pupils: "I can do that example in a different way." And the same thing happens when definitions and answers to questions are being given. Now, if this were not the case, the uppermost thought in a first-class teacher's mind is to ascertain how many can do the example, illustrate the principles, demonstrate the rules, give the definitions, and answer the questions in other ways. It is, indeed, surprising that a teacher of Mr. Marks' experience, should take such a limited view of what a first-class teacher would do, and how much he would accomplish. Let us hear Mr. Marks further. He says: "Admitting any of these pupils would obtain results sufficient for practical purposes, may we not doubt the desirability of such a state of affairs as resulting from *skillful* teaching?" The last clause of this sentence is the most puzzling of any in the English language that I ever attempted to decipher. Mr. Marks may mean something by asking us to doubt our desirability of a certain result, but I confess after putting it under all the analysis that I could call to my aid, I still fail to apprehend what that something is. From the context I judge that Mr. Marks means that (taking his assertions as true) we may doubt that these are the best results which should be obtained from first-class teachers. If, after these first-class teachers have prepared classes to their entire satisfaction, it is still doubtful as to whether any would be able to obtain results sufficient for practical purposes, by what means have results been obtained sufficient for practical and scientific purposes? The conclusion arrived at by Mr. Marks arises from the very short-sighted assumption, that a first-class teacher would teach but one way of doing a thing; would allow but one kind of illustration; would give but one explanation for the same thing; would receive but one class of definitions; would ask but a limited set of questions (favorite ones, at that). Mr. Marks taking this for granted, aggregates his classes, and, because they do not understand each other's recitations, he draws the fallacious conclusion that it is doubtful whether they would be able to obtain results sufficient for practical purposes.

Mr. Marks started with the broad assertion that "A, B and C *are* first-class teachers of Arithmetic;" after proving all of them failures by a species of fallacy of Intermediate Reasoning, he asks: "Is it not a sure sign that while we know enough of the

subject itself, we do not know how to teach it? Any one will admit that a person may fully understand a subject, and yet not be able to impart that knowledge to others, but no one will call such a person a good teacher." But Mr. Marks commenced with teachers of his own choice, those whom he knows to be first-class, but has made them total failures; has accused them of limiting their pupils to one view of the subject, and many short-comings of which I am certain they are not guilty.

(To be continued.)

WM. W. HOLDER.

SOME FOOLISH NOTIONS ABOUT TEACHERS.

Lawyers, doctors, mechanics and business-men entertain them. I stop at the corner peanut stand, ask for ten cents worth of peanuts and put down a twenty-five cent piece. While the *business-man*, with becoming dignity, performs the difficult and responsible duty of coaxing the least number of nuts to seem to fill the larger part of the cup, I ask how he finds business. With the oracular air of a sage deigning to enlighten a very small child on a subject he fears to be beyond its comprehension, he utters a few silly, irrelevant remarks about the times and the money market and, handing me ten cents instead of fifteen by way of change, concludes by compassionately volunteering the information that I am *a very good teacher, but not at all a business-man*. If the Government saw fit to monopolize the peanut trade and he were appointed one of the salaried agents to retail the government peanuts, he would feel outraged if his salary were not placed at a higher figure than that of the Principal of the Boys' High School. The *notion* is that buying peanuts at one cent and selling at two, thereby gaining, as he thinks, a moderate profit of one per cent. is *business*, but teaching is something else. *Business* implies *practical* knowledge; *teaching*, only *book-learning*. *Business* implies contest with the *mature* world; *teaching*, with the child world. *Business* implies activity, sagacity, judgment, power to cope with the strong; *teaching*, only patience and practicing upon the weak. The inconceivable littleness of buying and selling a million dollars worth of goods in comparison with the act of seizing, holding, moulding and directing an immortal mind is a thing of which he can never catch a glimpse. He could not be dragged up to a plain high enough to see it. I would like to take him by the hair and try it.

To shape a soul by means of the science of mind and all the sciences of the external world is considered small business in comparison with the coarse act of appealing to the selfishness of mature minds. But business-men get some countenance in this foolish notion from our own ranks. Less than a year ago a writer in this journal, Perseus, said: "Teaching, for a man, is a good stepping-stone to something higher and nobler." Doubt-

less Perseus thinks that the practice of the law or of medicine is higher and nobler than the formation of the human mind. Said a Normal School pupil to me the other day: "I always thought teaching an insipid business for a man." What an appreciation of the work ahead of her! And yet she is an uncommonly bright, intelligent young woman, and without doubt is no more in the dark than the majority of her mates.

"I haven't the patience to be a teacher," says every third man and woman you meet. Another foolish notion. It isn't *patience* they need, but *brains, tact, talent, administrative ability*, and all the mental and moral qualities that make successful statesmen and great rulers of men. The wooden-headed dolt that sits fourteen hours behind a five dollar case of candy to sell one-fourth of it thinks he hasn't *patience* enough to be a teacher, when the fact is, that no teacher can have patience enough to settle down even for only one day into such a specimen of physical inanition and mental vacuity as that same business-man.

There is one remarkably foolish notion current among all classes that is seldom or never expressed otherwise than by implication. This notion is that *a system of public schools is as much a benefit to teachers as to the poor people who have children.* The truth is that a public system of schools is a machine that grinds teachers into the dust. In the practice of medicine and law, in the carrying on of trade and the prosecution of the mechanic arts, each man has the privilege of getting for his labor the highest price that the demand for it will allow. The doctor who, by study and investigation, acquires extraordinary skill grows rich fast while his lazy brother barely lives. Suppose the Government were to monopolize the practice of medicine as it has that of instruction, and declare that the sanitary matters of the people shall be conducted upon as economical a plan as are their educational matters. They would elect a Board of Health and a Superintendent of Medicine. The Board would divide the city into medical districts and elect to each a principal doctor with his corps of assistant doctors. Each doctor would be required to be on duty hours enough to exhaust his capacity. The work involved in visiting and prescribing for a patient would be compared with the work involved in keeping a set of books and his salary would be placed at about that of a second-rate book-keeper in not the best paid position. Extra science and skill would avail him nothing even in honor; and as to pecuniary advantage, he would be very nearly as well off in the greenness of his youth as in the ripeness of his age. Doctor Toland would not be able to present to the University property worth fifty thousand dollars after a few years' practice and be a rich man still. He would have had his professional zeal chilled by a meagre salary. The fat, handsome, happy-looking physicians of our city would be shabbily dressed, despised public functionaries living on $125 per month. Though death to the

medicos it would be a fine thing for the people. Instead of having the city physicked by the present number of doctors averaging, perhaps, two hours per day of labor, it would all be done by less than one-fourth of them working eight hours per day. Instead of paying a good living to all and fortunes to many of them, they would give only a meagre living to all and fortunes to none. This is just what the Government has done to the teaching profession. It has 20,000 children taught by only 400 teachers, or fifty to each. Not one of these teachers receives the salary of a first-class book-keeper in a well paid position. Most of them are paid the very lowest rate that they would have got outside of a public school system if they were lazy, lacking in skill and otherwise unworthy. Suppose there were no public system of schools. There would be five times as many teachers. There would be fewer children taught. Teachers would not work nearly as hard, for instead of fifty children to a teacher there would not be more than ten on an average. Instead of paying moderate salaries to only 400 teachers, the people would pay at the same rate to more than 1,000, while another thousand would receive as high pay as the better class of lawyers and doctors now get, and hundreds of them would make large fortunes. Teachers know this and feel it. And yet they are so well content to have their own interests sacrificed to the general good that they never complain and do not even dream of asking the privilege of being placed upon the level with carpenters, physicians, blacksmiths, and other laborers. There are women in this city who give to fifty or more boys a grade of instruction that in a private school would cost $12 a head, and they are paid $83 per month as a high salary. The total cost of this instruction to the city is less than $3 a head per month. Could not these women get much larger pay for teaching fewer boys if teaching were as open to competition as baking or tailoring?

Teachers are in school less than seven hours a day, says A; and only five days in the week, says B; and they have three or four vacations a year, says C. And what of it if they do, I ask. Your notion that these are luxuries is a foolish one. They are necessities; prime ones. If you will convert your class of fifty boys into a plank I will work at it ten hours a day, six days a week and never *think* of vacations. If you will change my work from grating against fifty different, active, restless, ethereal minds to handling and hammering five hundred senseless, solid bars of iron, I will work as many hours and days as the blacksmith and kick the man that hints to me about vacations. But teachers work more like firemen at a fire. They expend more energy, vitality, nerve force in an hour than a carpenter does in a day, and quite as much as a lawyer does when in the act of pleading before a jury. And these are not all the foolish notions current about teachers.

BERNHARD MARKS.

P. P. P.

BY PARSON BROWN.

"Spare the rod and spoil the child," are Solomon's words, not mine. When the present pedagogue preacheth he will take for one of his texts, spoil the rod and spare the child.

You see before you, my friends, a living sufferer from that old, old doctrine, "Spare the rod and spoil the child." I have'nt much education myself, but what little I have had to be learned alone, and without any help but that of dear, old, patient books, after I left that old-fashioned school of which "Spare the rod and spoil the child" was the chief corner-stone.

Do you suppose I would be here, way down at the foot of my profession, if I had been taught by the wisdom of the present day? Nay, verily, I might have been one of those big city teachers, with a P, a CAPITAL P-r-o-f-period, instead of plain, unpunctuated Parson before my name. But now let me teach and preach as faithfully as I will, or as I can, I feel I am down, ah! I was whipped down, ah! Let me struggle to rise, let me burn the midnight oil, let me strive to feel and act as though just as good or a little better than the rest of you—it's a failure, ah! *my* teachers did not spare the rod, but they came pretty near spoiling this child, ah! How many ugly, revengeful spirits have justified themselves by quoting "Spare the rod and spoil the child," ah! It is time that common sense and common sympathy should analyze such a doctrine, ah! Perhaps Solomon, with so many children, had no time for moral suasion. Perhaps his words *were* wise in *his* day, ah! but I do'nt believe his children loved their father any more, or turned out any better for the flogging they got.

My mother was the only one who ever made me sorry for being naughty, and she never struck me in her life, ah! Sometimes I used to wish she would, instead of giving me such sad, loving looks, with her great, gray eyes, full of tears, ah! and her lips trembling with tender words, ah! I even believe the memory of her looks and her words would always have kept me good in school, if my teachers had only used common justice. But if anything went wrong, or was thought to have gone wrong over my way, my fellow-teachers, I was whipped, ah! I was whipped without a question as to whether I deserved it or not, or as to whether I was even guilty or not. I might have been guilty, and yet not deserved punishment, ah! I might have violated some letter of the law, and yet not transgressed its spirit, ah! But how many teachers make this allowance for child-frailty, ah! How many of us, my fellow-teachers, search after child-motives, and bear patiently with their oft repeated "I did'nt mean to," or "I forgot?" How many of us

try to become as little children by putting ourselves in their place? How many of us make the rod the last instead of the first power? ah! those who do not have any God-given commission to enter into his most sacred work, ah! So I say unto you spoil the rod, but spare the child, ah!

MARY M. CLARK.

San Francisco, January 10, 1871.

To the Teachers and Pupils of the State Normal School:

We, your committe, appointed to draft resolutions with reference to the death of our beloved friend and affectionate class-mate, Mary M. Clark, daughter of our highly esteemed and devoted teacher, Mrs. D. Clark, would respectfully submit for your consideration the following preamble and resolutions:

Whereas, It has again pleased Divine Providence to lay heavily upon us the hand of affliction, by removing from our midst, while still in her youth, one who, by her amiability and pleasing manners, had called out the affection of the circle in which she moved, one who had united her efforts with ours in our daily labor, one who equally participated in our pleasures, and was a sympathizing friend in our sorrow, one who was kind, pleasant and loving to all—while we deeply mourn her loss, and sympathize with our beloved teacher, we cannot but feel that God has displayed infinite wisdom in alleviating her painfully protracted though patient sufferings by taking her away from us unto Himself. We therefore bow with the widowed mother and bereaved family in humble submission to the decree of our Heavenly Father.

Resolved, That in this, the second visitation of the "Angel of Death" to our circle, we are again deprived of a friend whose happy face will no longer greet us, and whose sweet voice will be missed in all our class gatherings.

Resolved, That we will make manifest our appreciation of the many excellent characteristics of our departed class-mate, by endeavoring to imitate the many virtues which drew around her as friends all who became acquainted with her.

Resolved, That to express a token of respect for the deceased, the desk lately occupied by her in the junior class shall be draped in mourning, and the same be decorated with flowers typical of purity.

Resolved, That a copy of these resolutions be forwarded to the bereaved family, and also to the California Teacher, for publication.

(Signed,) Angus M. Boggs, Chairman.
Benj. R. Foss,
Miss Louisa Watson,
Miss Maggie Byrnes,
Miss Millie Wheeler,
} Committee.

Department of Public Instruction.

COUNTY TEACHERS' INSTITUTES.

The proceedings of several County Teachers' Institutes may be found in this number of the Teacher, and will be read with interest by all who desire to mark the progress of popular education in California. Our readers, however, will not regret that the County Institutes have mostly been held for this season, so that there will be room in our pages for a greater variety of interesting matter.

The County Institutes are giving a powerful impulse to the cause of education. Their good effects are obvious and lasting. In some localities known to us, the first County Institute marked the first awakening and real forward movement in education. But while it is scarcely possible that in any case the holding of an Institute can fail to result in some good, the measure of benefit in each case will depend upon the manner in which the exercises are conducted.

Among the obstacles to success are:

1. Want of a well arranged programme of Exercises.
2. Lack of vitality in the presiding officer.
3. Lack of tact in the presiding officer.
4. Awkwardness and slowness of the secretary.
5. Backwardness in speaking on the part of teachers.
6. Too much slip-shod talk from one or two members, to the exclusion of other and wiser speakers.
7. A disposition to indulge in personalities.
8. Too much "essay" and too little practice in methods.
9. Summarily, lack of sound sense and a progressive spirit.

There have probably been but few Institutes that have not been to some extent marred by some one or more of these defects. We have thus directed attention to them from the conviction that an agency so potent for good should be brought to the highest possible standard of efficiency, by guarding carefully against every error that may be discovered.

The almost universal absence of *trustees* from the sessions of County Teachers' Institutes is a notable fact. Why is this? Surely it cannot be owing to indifference to the objects for which Institutes are held. As school officers they have a special interest and a direct responsibility in the matter. It cannot be owing to the prevalence among trustees of any notion that as

these are *teachers'* Institutes in name, their attendance is not expected or desired. In many cases we know that particular care has been taken to forestall or to remove any such erroneous notion. Then the question recurs, why? Perhaps some trustee will answer through the TEACHER.

OFFICIAL JOURNEYINGS.

I enjoyed the pleasure of attending the Tuolumne County Teachers' Institute, which was held at Columbia, beginning on Tuesday, December 26, and closing at noon on Friday, 30th. I arrived on Wednesday, and found the Institute in successful progress under the zealous and efficient presidency of Superintendent Metzger, with the valuable assistance of Prof. E. Knowlton, of San Francisco. The long stage ride, beginning before day-break and ending after dark that cold day, had made some impression on my physical man, but such was the spirit of the Institute that I at once found myself in a current of strong educational enthusiasm and enveloped in an atmosphere of glowing sociability. The exercises and discussions were eminently practical. More points were elicited that were worth remembering by young teachers than are often drawn out by larger bodies. The services of Prof. Knowlton were highly appreciated. Ready, racy, well informed on all educational topics, and of untiring energy, he was in his proper element and contributed very largely to the success of the session.

A pleasing feature of this Institute was the attendance of the school children in large numbers, who listened with apparently deep interest, and seemed to be delighted. This indicated that their teacher (Superintendent Metzger) had aroused in their young minds that love of learning so indispensable to success in its acquisition. The citizens of Columbia showed their intelligent appreciation of the importance of popular education by their presence at the Institute.

It is a hopeful fact in connection with the depopulation and impoverishment of this mining county that the schools seem to have suffered less than any other interest. The public school of Columbia is *the* feature of the place. It is a comfortable and sightly brick building, standing on a hill overlooking the town; the spacious yard is adorned with shade trees; and the various

class-rooms are well furnished with the aparatus requisite for a first-class school. The public school at Sonora, John York, Jr., teacher, is in a flourishing condition. These schools have the advantage of being under the control of *live trustees*, as well as live teachers.

It is my settled conviction that there is a resurrection for all this foot-hill country. The climate is delightful and healthy; the soil is productive of grain and fruits of the very best qualities; lumber is accessible and comparatively cheap, and the railroads will be made in due time. These advantages, *with plenty of good schools*, will attract to these hills the people who will build up an industrious, intelligent, moral and prosperous community.

I must be allowed to express my thanks for courtesies shown me by Superintendent Metzger, John York, Jr., Mr. Morgan and his family, and my old friend Bemis, of the City Hotel, Sonora. And it would be ingratitude not to mention Pinto, the "Lighting Driver" of McLean's fast team, that took us (Prof. Knowlton, Mr. Dodge and myself) from Sonora to Stockton in seven and a half hours running time. We left Sonora a little after 3 A.M., and reached Stockton a little after 12 M.—distance sixty-two miles, nearly half of which was among the hills before daybreak.

Should any stray pedagogue or other traveller ever want a good team and a "lightning" driver for a quick trip in this region, I commend to him McLean's horses and Pinto to hold the reins. But if the weather should be cold, I would not advise a start at 3 o'clock in the morning unless (as in our case) it should be necessary. O. P. F.

JAMES DENMAN, ESQ.—His term of office having expired, Mr. Denman retires from the City Superintendency, and resumes the Principalship of the Denman School, made vacant by the resignation of Mr. Swett. Mr. Denman was an able and faithful Superintendent. The schools of San Francisco have prospered under his administration, and in his retirement from the duties of a laborious and difficult position, he carries with him the confidence and esteem of his fellow-citizens. We are glad that he continues to be a worker in the cause of education.

UNIFORMITY OF TEXT BOOKS.

At a recent Teachers' Institute in Rhode Island, Gov. Padelford said: "A uniformity of text-books should be required all over the State." California is in advance of Rhode Island in this matter, having already reached uniformity by the action of the last Legislature. The movement toward uniformity is general in the Eastern States. In view of its obvious benefits, the wonder is, that this result has not been attained long ago. The trouble is that a wrong start was made. In some of the Eastern States almost as many different text-books are in use as are published; every city, county and township having its own choice, and all choosing differently to some extent. The change to uniformity would now be exceedingly difficult. What a stir would be made by it among book-publishers and book-sellers! It would be like an attempt to eradicate a cancer after its roots had struck deep into the system, and ramified in all directions. Prevention is better than cure. California is fortunate in having arrested the evil of a text-book medley before it had taken deeper hold. Had action been deferred a few years longer, the reform would have been difficult, perhaps impossible. This action of the Legislature shows the wisdom of dealing promptly and decisively with evils remediable by legislation. The wise farmer extirpates noxious weeds by digging them up by the roots.

We wish our Rhode Island friends the fullest measure of success in their effort to secure the great advantages of a uniformity of text-books. It may encourage them to know that this reform has been achieved in California, that it meets with the approval of all our citizens, and the benefits are already visible.

COLLECTION OF DELINQUENT SPECIAL SCHOOL TAXES.

HON. O. P. FITZGERALD, *Sir*:—Will you please give official information which shall decide who is to collect the Delinquent Special School Taxes.

Respectfully yours.

Section 89 and 91 of the California School Law furnishes the answer. Section 89 provides that the State School Tax shall be "collected in the same manner as other State Taxes are collected." Section 91 provides that Delinquent Special School Taxes shall be recovered by suit "in the same manner and with the same costs as delinquent State and County Taxes." See also section 92, which defines very explicitly the duty of the District Attorney.

STATE SUPERINTENDENT.

TO COUNTY SUPERINTENDENTS—IMPORTANT NOTICE.

The attention of County Superintendents is called to Section 11 of the "Act to establish a State Normal School," passed by the last Legislature:

SEC. 11. At each annual meeting the Board shall determine what number of pupils may be admitted into the school; and this number shall be appointed among the counties of this State, according to the number of representatives from said counties in the Legislature; *provided*, that teachers holding first or second grade certificates may be admitted from the State at large. The County Superintendents and the County Boards of Examination shall hold competitive examinations before the first of May in each year, of all persons desiring to become pupils of the Normal School, which examinations shall be conducted in the same manner as examinations for third grade teachers' certificates. A list shall be made of the applicants thus examined, and they shall receive recommendation in the order of standing in the examination; *provided*, that Superintendents may discriminate in favor of those whose age and experience specially fit them to become Normal pupils. After the expiration of the year, a new list must be prepared, and those not recommended must be re-examined or forfeit their right to recommendation.

It is hoped that every County Superintendent in the State will enforce these provisions faithfully and promptly. The result will be what we all desire—the elevation of the standard of qualification of teachers.

NEW SCHOOL OFFICERS.

Mr. J. H. Widber has entered upon the duties of Superintendent of Common Schools for the City and County of San Francisco. Mr. Widber is a reputable business man, possessing good sense and pleasant manners. He was formerly a member of the City Board of Education, in which capacity he made a good record as a faithful public servant.

Ex-Superintendent John Swett has received from Mr. Widber the appointment of Deputy City and County Superintendent. It is needless for us to say that Mr. Swett is fully competent. There was a strong movement of the lady teachers of San Francisco to secure the appointment of a woman to this Deputyship, and it was thought that our amiable and gallant Mr. Widber would yield to the pressure; but he did not, holding the opinion that the functions of the office required the service of an experienced and able-bodied man. The growing educational wants of San Francisco will furnish employment for all the energies of the new Superintendent and Deputy. We wish them success.

CIRCULAR.

To .....

County Superintendent of Common Schools for .....County,

Sir:—In conformity to the "California School Law," you are requested to furnish, on or before the first day of March, 187 , to both the Board of Supervisors and the Tax Collector, respectively, of your county, a statement in writing, as follows:

1. An estimate of the cost of maintaining a free school for the period of eight months in the year, in each School District respectively, and an estimate of the separate items of expense in each.

2. Estimate of the incidental expenses and amount required to be expended in repairs during the year, for each district separately.

3. Estimate of the amount of State appropriation to which each district will be entitled for the year.

4. Estimate of the amount of County appropriation to which each district will be entitled for the year.

5. Estimate of the amount required over and above the State and County appropriation to be raised in each district in order to support a school therein for eight months of the year.

For your further guidance I refer you to the following:

[Statutes 1869-70, page 851.]

Section 98. The County Superintendent in each county shall, on or before the first day of March in each year, furnish to the Board of Supervisors and Tax Collector, respectively, an estimate, in writing, of the costs of maintaining a free school for eight months in each school district in the county, together with the cost of incidental expenses and necessary repairs; and also an estimate of the amount of public money, both State and County, to which each district will be entitled during the year, and the amount necessary to be raised in each school district to support a school eight months.

Sec. 99. The Board of Supervisors in each county shall, after receiving the assessment roll from the County Assessor, and before the first Monday in September of each year, levy a special school tax upon the property in each school district in which there shall be a deficiency, as shown by the written statement of the County Superintendent, for an amount which, together with the State and County money to be received, shall be sufficient to maintain the school (or schools) for eight months during the year; and said tax shall be equalized and collected in the manner provided for equalizing and collecting State and County taxes. The Collector shall pay over the money so collected to the County Treasurer, who shall place it to the credit of the respective districts from which it shall be collected, as a special deposit, and pay it out on the warrant of the County Superintendent, in the manner provided for the payment of State and County school money.

Sec. 100. Any school district whose taxable property does not exceed seventy-five thousand dollars and containing not more than twenty-five children between the ages of five and fifteen years, shall, on a proper showing of the facts, be exempted from the requirment to maintain a free school eight months.

Respectfully, etc.,

O. P. Fitzgerald,

San Francisco, 25th Jan. 1871. Supt. of Public Instruction.

[If this circular and the accompanying blank form have failed to reach any County Superintendent, he will confer a favor by informing the State Superintendent thereof immediately.]

Ed. Teacher.

OPINION ON SECTIONS 98, 99 AND 100, CALIFORNIA SCHOOL LAW.

YREKA, January 20, 1871.

HON. O. P. FITZGERALD—*Dear Sir*:—By the provisions of the California School Law, approved April 4, 1870, the County Superintendents in each county must, on or before the first day of March of each year, furnish the Board of Supervisors and Tax Collector, respectively, with an estimate of all the costs and expenses attendant upon maintaining a free school for eight months in every school district in the county—the estimate for each district to be stated separately.

The County Superintendents should likewise, in connection therewith, furnish an estimate of the school monies to be apportioned to each district—striking a balance, so that the Board of Supervisors may know how much money it will be necessary to levy in each district, in order that the school may be maintained for the term of eight months. Why the Tax Collector is to be furnished with the statement I cannot conceive, and it is unnecessary to enquire; the law requires it and the officers must obey without questioning the reason. The County Superintendents in making their estimates and reports, under the laws, are not presumed to know anything of the assessed value of the property in any district, but they are to treat all alike, basing their estimate of the expenses of the school upon their official knowledge of the number of scholars in, and the grade of the school of the district. Upon that estimate the Board of Supervisors are bound to levy a tax upon each district, (to be collected as other taxes by the Tax Collector,) sufficient, taken in connection with the money apportioned to the district, to maintain the school eight months, unless the district shall have been exempted from maintaining the school for that term upon the proper showing from parties interested.

Every school district in each county, without exception, is required to maintain and support a free school for the term of eight months in each year, and cannot exempt itself, nor be exempted in any manner, or by any proceeding, from the obligation and duty to maintain such school for eight months in each year, except such district has not more than seventy-five thousand dollars of taxable property, and not more than twenty-five children between the ages of five and fifteen years—both of which must concur—and then only by making a proper showing of the facts from the parties in interest to the Board of Supervisors, before the first Monday in September of each year, and procuring an order by said Board, exempting such district from the requirment to maintain a free school eight months. But if there be more than seventy-five thousand dollars of taxable property in the district, it matters not how few the number of children, or if there are twenty-six children between the ages of five and fifteen years, no matter how little the value of the taxable property in the district, the Board of Supervisors have no authority to grant any such exemption; nor any such authority upon their own motion, *in any case*, unless on a proper showing. What a proper showing is, must of necessity be a petition by the residents of the district, and determined by the Board of Supervisors. The authority is delegated and limited.

GROVE K. GODFREY,
Superintendent Common Schools, Siskiyou Co.

REPORT OF PUBLIC SCHOOLS.

ROLL OF HONOR.

CACHE CREEK DISTRICT SCHOOL—*Yolo County.* W. F. Dickinson Teacher. For the term ending December 16, 1870:

Nettie Brown, Charity Hartman, Jennie Hartman, Emma Juhl, Maria Juhl, Sarah Oliver, Nellie Troop.

LAKE CITY DISTRICT—*Nevada County.* For the month ending December 23, 1870:

Melissa Garrett, Jennie Ford, Hettie Rowley, Clara Holcomb, Alphonsa King, Jeddie Brown.

Ocean View School—S. A. Penwell, Teacher. For the month of December, 1870:

Susie Hardwick, Julia Daws, Edmond Jacobs, Theresa Oyarzo, Clorinda Oyarzo, Mena Schmidt, Dorthea Jacobs, Garrett Williamson, Ismael Ysunsa.

Elk Grove District—*Sacramento County.* Saml. H. Jackman, Teacher.

Elizabeth Kelley, Seth Sherwood, Ernst W. Springsted, Anna Kelley, Mary E. Stewart, Mary Upton, Levia E. Hinman, Frank W. Bond, Willie Upton, Charles R. Kelley.

Cherokee Grammar School—*Butte County.* D. W. Jencks, Principal.

Grammar School—Nettie Armstrong, Mary O'Neill, Mary Cushman, Ida Hale, Florence Siperly, Isabel Wilson, Mary J. Morgan, America Cashman, Thomas Ryan, Willie Williams, Robert Powers.

Primary School—Lillie Rapp, Lillie Siperly, Sarah Williams, Mary E. Jones, Mary Chambers, Mina Rapp, Alice Willet, Ada Jones, Hernora Ryan, Ellen Busnan, Sophia Rapp, Lillie Morrison, Ernest Moore, John McCallen, Alex. Wilson, Thomas Williams, Robert Chambers.

Bachelor Valley District—*Stanislaus County.* Thomas G. Peachey, Teacher. For the term ending December 16, 1870:

Lilia Logan, David Logan, Mary Logan, Laura Waterman, Alexander Carver, Rudolph Bach, Thos. Hughes, Geo. Waterman, Ruhamah Taber, Annie Johnson, Lucinda Carver, Frank Logan.

Book Table.

Our Sister Republic: A Gala Trip through Tropical Mexico in 1869-70. Adventure and sight-seeing in the Aztecs, with picturesque descriptions of the country and people, and reminiscenses of the empire and its downfall. By Col. Albert S. Evans. With numerous engravings. Published by subscription only. Hartford, Conn.: Columbian Book Company. A. L. Bancroft & Company, San Francisco. 1870.

After taking a good look at the striking likeness of our friend, the author, which adorns the the book as a frontispiece, we began the first chapter and read on to the end with unabated interest. The style is always animated, often dashing. As a member of the "Seward Party," Col. Evans enjoyed peculiar advantages for observation and contact with the leading spirits of the Mexican Republic; and this deeply interesting book shows that he made the most of them. The reader will rise from the reading of this book with a pretty good idea of Mexico as it is, and of Mexicans as they are. The illustrations are spirited. The book contains 520 pages 8vo., and is attractively gotten up.

HISTORY OF SAN JOSE AND SURROUNDINGS. With biographical sketches of early settlers. By FREDERIC HALL, author of the "Life of Maximilian." Illustrated with map and engravings on stone. San Francisco: Printing House of A. L. Bancroft & Co. 1871.

The preparation of this work was evidently a labor of love to Mr. Hall. This is not strange. Who that has ever lived in the beautiful Santa Clara valley can fail to share his enthusiasm? We have read the book with great pleasure. Its style is vivacious, its spirit genial, and its purpose earnest. It contains new and valuable historical matter with regard to the early history of California, showing that not only has Mr. Hall used praiseworthy research, but that he has enjoyed unusual opportunities for acquiring material for the work. The delicate task of sketching the early settlers, most of whom are still living, is executed with taste and good judgment. The printing is superb; the binding ditto. The book contains 540 pages, 8vo. The author will accept our thanks for an elegantly bound copy.

NEW ANALYTIC ANATOMY, PHYSIOLOGY AND HYGEINE, Human and Comparative. For Colleges, Academies and Families. By CALVIN CUTTER, M. D. Philadelphia: J. B. Lippincott & Co. 1871.

This volume is modeled after the author's well known work which has been before the public since 1849. It is improved as regards analysis, chemistry and histology. The book has true science, clear statement and superior illustrations to commend it. A. Roman & Co.

A SHORT COURSE IN ENGLISH GRAMMAR. By SIMON KERL, A. M., Author of "A Comprehensive Grammar of the English Language," "Composition and Rhetoric," etc. New York: Ivison, Blakeman, Taylor & Company, 138 and 140 Grand street. Chicago: 133 and 135 State street. 1870.

This book has the merit of being shorter than the author's former work on the same subject; is somewhat original in mode of treatment; has some good things very well expressed; and has placed most of the errors common to the English Grammars of the times one degree further towards perpetuation. Of pronouns—classes and sub-classes—it gives fourteen. It has some very ingenious grouping, but of philosophical classification, very little. In definition it is dangerous. Price, 75 cents.

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Geometry—Marks' Elements.

JUNIOR CLASS—*Second Session.*

Algebra—Robinson's Elementary.
English Grammar—Brown's, and Greene's Analysis.
Rhetoric—Boyd's.
Physiology—Cutter's.
U. S. History—Quackenbos'.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's.
Natural Philosophy—Steele's.

General Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law; Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

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Arithmetic—reviewed.
Algebra—reviewed.
Physiology—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Natural Philosophy—Quackenbos'.
Rhetoric—Boyd's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson & Dunton's Double Entry.

SENIOR CLASS—*Second Session.*

Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted without the above recommendation.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one term of five months.

GENERAL INFORMATION.

There will be Written Examinations and Public Exercises at the close of each term. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Books for reference will be supplied by the School.

Good boarding can be obtained in private families at from twenty-five to thirty-five dollars per month.

REMOVAL OF THE SCHOOL.

In obedience to an Act passed by the last Legislature, the Normal School will be removed to the city of San Jose. This removal will not be made until suitable buildings are erected for the accommodation of the school. It is not probable that these will be ready before the end of the next school year, March 11th, 1871.

The next session will commence IN THE CITY OF SAN FRANCISCO on the 1st day of June, 1870.

CALENDAR FOR 1870–71.

First Session begins June 1st, 1870.
First Session ends October 7th, 1870.
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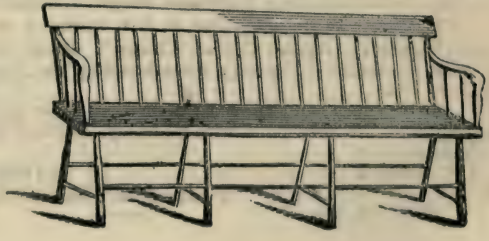

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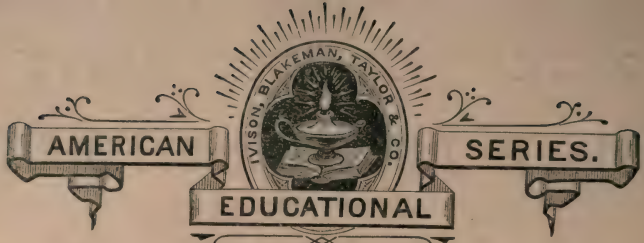

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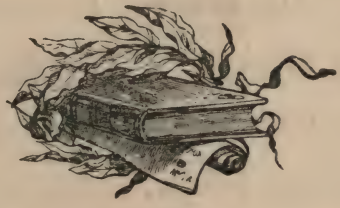

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WHAT SHALL WE DO WITH THEM?

[An essay read before the Placer County Teachers' Institute by MR. JOHN P. MUNSON.]

Any one who has had experience in teaching, when taking charge of a school with which he is unacquainted, naturally commences to study the characters and dispositions of those with whom he has to labor; and, simultaneously, those entrusted to his care commence studying *him*. As one is no match for thirty or forty, unless in exceptional cases, the result is, the leading points in the teacher's character become generally known before he has finished his investigations. They know whether he is arbitrary and tyrannical, or just and merciful; whether peccadillos will assume in his eyes the magnitude of crimes or not; whether he has any lurking recollection that he was once a school-boy, and whether the memory brings with it sufficient charity to forgive offences due to generous impulses; and whether he is competent to be their guide and instructor. Having reached their conclusions, they await the issue. Meanwhile the teacher is busily employed making observations and comparisons on the mass of living material before him. Some present salient points, others sly and wary, require long and careful watching before their characters are unfolded and revealed. When each one's wants, tastes and dispositions become familiar, then comes the task of ministering to them. No false step must mark the teacher's course. Errors in school government are quickly noticed, and abandoned positions quickly occupied. But let us see with whom we have to deal, and then, perhaps, we may be able to answer the interrogatory—What shall we do with them?

The first one that arrests our attention is a lazy scholar. His puffy countenance and lack-lustre eye, though bearing evidence

of good health and good living, stamp him at once with immovable stolidity; and when in answer to the inquiry, what studies he intends to pursue, he spreads before you his thumb-worn books, you see before you confirmation strong as a Supreme Court decision, that no teacher ever pointed exultingly to him and said: "Behold the result of my system of education and mental training." His books, though nearly new, have that old, old appearance so familiar to teachers, caused by the absence of one or both covers, or perhaps the covers hang by one corner, like a dilapidated door on one hinge, and, as the curled leaves of fruit trees betray some latent disease, so do the curled leaves of his books betray the mental condition of their owner. Some leaves are wanting, and the attrition of damp, dirty thumbs has caused the disappearance of the inner lower corner of some of those that remain, and the obliteration of almost entire lines. Beyond a certain distance the leaves are nearly new, never examined, even through curiosity, that ruling passion of youthful minds. His lesson is assigned to him, and, through fear, or, perhaps, automatically, his eyes are riveted upon his book, but who can tell upon what his mind is fixed? If it is Summer, he thinks of shaded recesses, refreshed by cool airs; if it is Winter, his thoughts revert to blazing firesides, where no arbitrary pedagogue dares intrude. Soon the novelty of the situation wears away, and his eyes wander, the immobility of his countenance is interrupted by frequent yawns, his book is held listlessly and half-closed, his thumb grinding away at the soft mass of paper beneath it. The time for recitation comes at last, and incorrect answers, incoherent answers, and failures to answer, mark his course at the recitation bench. Out of doors he dislikes the exercises of the play-ground, and seeks some comfortable seat where he can look on in security, undisturbed by the flying ball, or the rushing, running crowd engaged in games of "tag," or "goal." Thus day after day passes away with him. No bright future beckons him onward, unless it be padded with soft couches, or set with appetizing edibles. He gives the teacher but little trouble in the management of his school; he bows in submission to every mandate, unless it involves intellectual or physical exertion, in such cases he merely opposes a mass of inert matter. This is the worst of all scholars. You cannot arouse his ambition or dispel the apathy that, like an immense fog-bank, enshrouds his mind. Explanations are wasted on him, no matter how lucid you make a proposition or rule, a misty, troubled look is the only response. Perhaps there may be a dawn of comprehension, a faint glimmer, like the twilight of Arctic regions, in his mind, but nothing more. If it is not too much trouble, his mind may retain the idea, but to say he understands it, is affirming too much. If you can discover any special weakness in his character, perhaps you may bribe him through that. An appeal to filial love, or some small present, will sometimes arouse him,

though this will only act spasmodically—still a point has been gained. It is useless to talk to him of ambition; he thinks it a foolish idea to study for the sake of emulating any one. If Tom is willing to perplex himself in unraveling puzzling questions, it is no reason why he should. Incessant prompting and the promise of some tangible reward is about all you can do to awake the lazy scholar. Chastisement may arouse him for a while, but he prefers enduring physical pain to performing mental labor.

Perhaps there is nothing more trying to the patience of a teacher than the restless, fidgety scholar. The bell sounds, he darts into his seat, picks up a book, not the one he wants, down he dives for another, his shuffling feet grating on the floor at every movement, sits erect in his seat and commences to study with all the ardor imaginable. In five minutes he tires of his position, another shuffling of his feet, and he has assumed a half recumbent position with his elbow on the desk. An admonition straightens him up, though with another movement of his feet. In the class he stands first on one foot, then on the other, never in one position long. Nothing appears to be premeditated, everything the result of caprice. He is fond of changing his studies, surmising the branch he is studying is the hardest in the course. He learns his lessons quite well and is generally prompt at recitations. He bounds from his seat at the word recess or dismissal, is hilarious on the play-ground, quickly running through the gamut of youthful pastimes, from tops to marbles, then the ball, then hide and seek, and thus through the whole list. If you can subdue that restlessness and desire for change, which characterize him, you will accomplish a wonder. By careful and persistent effort you may so tone down his movements that he will no longer violate that decorum so necessary in a well-ordered school-room. But incessant watchfulness is necessary until you have formed a second nature in him. Long training may overcome the volatility of his disposition, but the probability is, he will pass happily through life, another illustration of the rolling stone that gathers no moss.

Ah! here comes one whose pouting, defiant air casts down the glove to all authority. Something went wrong at home, perhaps, and he was forced away to school to see what the teacher would say to him. If the teacher is wise, he will let all family difficulties be settled at home; and if a scholar comes from home with a clouded brow, put on a cheerful air and endeavor to dissipate his ill humor as soon as possible. A brooding over wrongs, either real or imaginary, is fatal to progress in studies. But this scholar is sulky, he is mad, if everything does not go as he desires. A plaything momentarily withheld, a disrespectful word from a playmate has aroused his ire, and he is angry with all the world. He domineers over the weaker ones, plays the tyrant as he goes to and from school, and has a blow for every one whom he thinks he can master. He is the one who snatches marbles from the

smaller ones, and throws the ball away if they will not let him play with them. Every concession you get from him is forced. He pretends to be studying, while from beneath his lowering brows, he is watching an opportunity to bestow a buffet on some one to whom he is not friendlily disposed. If caught in the act or complained of, he is not scrupulous about telling a falsehood, blaming every one but himself. He is generally a boy of fair abilities, and usually has his lessons quite perfectly. If anything has happened to vex him, which is of frequent occurrence, he either does not study his lessons, or his stubborness of spirit impels him to refuse answers to questions asked. Again he will take a loud and defiant tone expressive of contempt for all authority. If there was any foundation for supposing Solomon ever taught school, we might reasonably infer that he was thinking of past experiences when he wrote: "The rod and reproof bringeth wisdom," and "He that spareth the rod, spoileth the child." These passages are not quoted for the purpose of securing Biblical sanction for corporal punishment, still they certainly propose the most effectual corrective for the temper of that class of scholars denominated stubborn and quarrelsome. Moral suasion and gentle firmness will often subdue the most obstinate and abate the haughty demeanor of the proud, but when kind words and gentle reproof are useless, if you would not sit a discrowned king in your own realm, punishment must be meted out justly and decisively. There is no middle course, and the sooner the struggle comes and is ended, the sooner you can establish your authority on a firm basis.

Here comes one with ruddy cheek and fair, open brow. His merry glance meets yours frankly and openly as he wishes you "good morning;" but be careful or he will pinch that boy's ear on the way to his seat—not a savage grip, but the merest pinch in the world—just enough to interrupt his studies. That boy is the Merry Andrew of the school. He it is who draws characters upon his slate and holds them up for inspection. You must be quick, however, if you would catch him at it. One thing alone betrays him—as you turn and behold the vanishing smile upon other faces, his countenance is not disturbed by any emotion, pleasing or otherwise. Apparently deeply absorbed in his book, he betrays no consciousness that anything has occurred beyond the usual routine, but as you scan the row of seats, he furtively raises his eyes to mark the progress of events; they meet yours, and his participation in the frolic is revealed. Nothing escapes him in his constant watch for the ludicrous and fantastic. At the black-board his figures are strangely fashioned like men and animals. He delights in map-drawing, for he can attach a nose and eye-brows to a headland, and garnish the entrance to a gulf or bay with grinning teeth. You hear a lumbering, thrashing noise—look around—he is busy rubbing his foot and ankle. You ask the cause of the disturbance: "Jo stepped on my foot and

hurt it." Jo denys it, and says: "Henry tripped me when I passed him," and Henry suffers for it, and justly too. He is not a *bad* boy, he receives punishment as though it was a part of his education, never implicates a confederate, rarely prevaricates, and never tells a downright lie. On the play-ground he is just and generous, but will send a school-mate half a mile to look for a last year's bird's nest. If another boy is proud and haughty, he is almost sure to humiliate him before the term is over.

Now, what will we do with him? Shall we attack him front, flank and rear, with rod and ferule, and belabor him until we work ourselves into a passion, and exact from him a promise which we know he will never keep? or, shall we calmly and dispassionately point out the evil he is inflicting on himself by his neglect of studies, and convince him that the school-room is not the proper place in which to indulge his mirthful proclivities? And right here the thought strikes me, how unjust, how inconsistent we often are. We extort from a pupil a promise which we could not, would not keep ourselves, and then favor him with a long homily on the sacredness of a promise, and the moral turpitude of those who do not keep their engagements. Is it not better to get the promise of a *trial*, than to bind him absolutely?

But another boy is coming. If the lazy boy tried your patience—the restless one made you nervous—the stubborn one aroused your combativeness—and the mirthful, frolicsome one perplexed you—this one will test you to the utmost. Let us use the nomenclature of his mates, and call him the "hateful boy." It is a harsh name, but he went to school with you and me, and he stands to-day in our classes. It is hard to bring a "railing accusation" against him, but how sorely is our patience tried by him! Petted and spoiled at home, all must succumb to him, or his complaints are endless. One boy has stepped on his toes, another has his book or slate, he mistakes his position in his class and enters into a dispute with you, which ends in a pouting or crying fit. He holds up his hand, and then walks softly up to you with the information that some one is playing on the other side of the room; he never remembers where his lessons are; he desires water a dozen times a day; and you are tempted to prohibit every kind of movement or intercourse, and all on account of this terrible infant. At noon or recess he has a long list of grievances to rehearse. One has called him names; another has thrown him down and soiled his clothes; others will not let him play with them, etc. But he does not stop here, he is the tale-bearer of the school. If one scholar says anything derogatory of another, he cannot rest until it is told, and his version is not always the correct one. He carries his complaint home, and his solicitous mamma will interview you, and express the wish that "you would prevent the scholars being so rude to darling Johnny." You dare not state the facts in the case, unless you feel like braving a fit of hysterics; so you tell her you will inves-

tigate the matter, and politely wish her good day; when in reality you wish her and her "darling Johnny" in Timbuctoo or the Feejee Islands, anywhere in fact, where there are cannibals.

Now, what shall we do with him? Justice and common sense would dictate that, as the clay that enters into Johnny's composition is no better and no worse than that of ordinary children, that he submit to the same rules and regulations. In fact there is no other way, unless you wish to incur the charge of favoritism. You will have to work against a powerful influence, but you must gain the confidence of that child—as you must of every other—and teach him to be self-reliant. Let him know that every whim is not to be gratified, that in this world there are blows to be taken as well as given. Show him that every real grievance will be removed, but that he must submit to fancied injuries, and though mamma may come, like "The cubless tigress in her jungle raging," in the end you will have the satisfaction of knowing you have performed your duty, and wrought a real benefit.

These are types of those scholars that make sad inroads on a teacher's time and interrupt the course of recitations. There are others, again, that vex you until patience and forbearance are completely banished from your list of virtues. There is the boy who is almost certain to make his appearance ten or fifteen minutes after the opening of the school. Remonstrances with him or his parents produce no improvement, punishment may quicken him up a little, but he soon lapses into the old habit, and you are either forced to let him go as an incorrigible, or commence a struggle of which you cannot well foresee the end, and the aphorism says: "Begin nothing of which thou hast not considered the end."

Then there is the communicative scholar, who abuses the permission granted to confer with other scholars, by telling some piece of news, which he is afraid will spoil if not told then and there.

There is also the budding Miss, and the half-fledged young gentleman, who constitute themselves sole judges as to what is just and proper, who think it perfectly right that smaller scholars should submit to and obey the rules of school, but they must be a law unto themselves. They are very dignified, like to write and pass notes, one to the other. A remedy for this, or at least it leads to the utmost caution, is to seize the contraband intelligence and notify them that in case of its continuance you will openly read their missives, and in case it is not stopped, to carry your threat into execution.

These are some of the cases of which it may properly be asked: "What shall we do with them?" Concerning those who are studious and obedient, who appreciate the purpose for which they are sent to school, who employ their time in study, there is no need to make the inquiry. Happily they constitute the

great mass of school-going children. To instruct them is a pleasant task, for we know that every effort we make will be met by a corresponding one on their part. With the other class of pupils there is need really of stronger effort, in order that we may, if possible, warp them from their original bias, that they may not grow up rude and lawless citizens. Next to the influence of the parent is the influence of the teacher, yes, in some cases it is stronger than parental authority itself, and, if from any motive, whether of indolence or fear, we neglect any means in our power to incite those committed to our care to study and virtuous thought and action, we have failed to perform the labor assigned to us, not fulfilled our obligations as teachers, and wrought an irreparable injury to the rising generation.

READING.

[Read by Miss Lizzie R. Page before the Sacramento County Teachers' Institute, 30th December, 1870.]

The subject I have chosen for the basis of my theme is Reading. Not that I am expecting to enter any unexplored fields or bring forth "things new from things old," thereby deducing unknown truths from principles already shown and which have been made lucid to the illimitable range of thought of every practical teacher in that department of science. "Reading is the adequate expression in vocal utterances of the thoughts and emotions of a written or printed composition. It is not only the key to all knowledge; it is also, when properly taught, a direct means of the most thorough mental discipline, bringing the mind as it does, into contact with the noblest thoughts uttered in the language."

Good reading, beside being an art, is acknowledged to rank among the very few polite accomplishments. It would indeed seem to have the precedence of any other in point of practical utility and can always be at hand even in the humblest circumstances, and, if well chosen "is a vehicle of the noblest thoughts and purest sentiments that have ever entered into the mind or heart of man." The very art of uttering these aloud with the *full force* of meaning which lies involved in them, is a source of the most refined pleasure, and as for the listener, he may feel himself, with rapt delight, brought into the very presence of the gifted ones of former ages, whose eloquence, poesy or humor have travelled down to us, or of those of later times, possessing kindred talent, whose fame blended with those of the former, is destined to be transmitted to the most remote generations. The power the reader exerts over the listener has been sufficiently evinced by the crowded audiences which have attended the readings of Murdoch, Mrs. Kemble, Yelverton, etc.; and that long line of intelligent people, waiting patiently that cold, bleak and inclement day in the metropolis of New England,

to secure an admittance to Charles Dickens' readings attests the power he possessed over minds in the capacity of a reader.

To bring this subject to a practical bearing upon us as a band of teachers, who, instead of "carving upon marble," are engraving upon the impressible minds of the future men and women lessons which breathe a spirit of lofty patriotism, others that charm with their beauty and possess marked excellence as literary productions, while others teach

> "How He left the anthems and choirs above
> For earth in its wailings and woes,
> To suffer the shame and pain of the cross,
> And die for the life of his foes."

It is requisite for reading to be effectively taught in our public schools, that every teacher sees that he is thoroughly master of the lesson in all its bearings, that he not only is prepared to render it himself but is ready to lead his pupils into a complete understanding of it, and illustrate by rendering the sentences his pupils are called upon to read, for it is impossible to teach what one does not know.

For the past few years the feeling has become very general that the pupils of our schools *ought* to be taught to read with pure tones of voice, clear enunciation, distinct articulation, easy utterance, complete self-possession and an intelligent appreciation of the subject read, without any attempt at rhetorical display, the utmost simplicity prevailing. That it has not reached that ultimatum is the almost universal conviction; that it is seldom attained by the methods most commonly employed in our schools, and that it has not reached that degree of perfection which should have been accomplished, nearly every teacher—whether in the Golden State of the Pacific or any other—can testify, I think.

How many teachers have suffered martyrdom of all sense of sound—worse martyrdom than is portrayed in Fox's Book of Martyrs—upon entering a new school? How many of us have experienced a chill, creeping to our very vitals even, and our nerves sharpened to most acute sensibility by hearing one of the precocious Johnnies reading from one of the primary readers: "D-i-d—he—k-etch (catch) a-fish?" or, "hev (have) yer (you) seen—the keows (cows) goin' home?" Or did you ever follow a class of older growth that read after this manner?

Large boy:

> "Up from the meders (meadows) rich with corn,
> Clear in the cool September morn."

Girl, reading very rapidly:

> "The clustered spires of Frederick stand
> Green walled by the hills of Maryland."

Studying as the boy reads:

> "Reound (Round) a-bout—them—inkstands (orchards) sweep
> Apple—and—peach—tree—painted (fruited) deep."

Low and in monotone:

"Forty flags with their silver stars;
Forty flags with their crimson bars."

Loud and harsh:

"Flapped in the morning wind; the sun
Of noon looked down and saw not one."

Ditto through the class, alternating the harsh, gutteral voice of some untutored boy with the sweetness of the Æolian harp--*never tuned*—of some girl. *If you have*, you will assist me in asserting *good reading* is a great desideratum in *too* many schools. Before attempting to read an exercise aloud it is necessary that the pupil should study it well, whether in the primary or more advanced grades. It is a great mistake to suppose that a reading lesson does not require as much previous preparation as any other. The pupil should never be permitted to read any thing he does not *perfectly* understand, and it may often be found necessary to inquire as one of old, "Understandest what thou readest?" He should then enter into the spirit of the piece, make the sentiments of the writer his own and thus be prepared to personate the author or the character which he introduces. He should be taught next so to utter the language as to transmit in full force to the mind of another what he finds implied upon the silent, written page. When this has been done the scholar has thoroughly mastered every thought contained in each selection read in school, because thus only can the pupil obtain the amount of mental discipline needed and which the reading lesson *ought* to afford, and such a mastery is essential to the proper rendering of the piece. To accomplish this end a careful analysis by means of questions of every selection, is necessary. I can do no better than give three rules laid down by President Edwards, of the Illinois State Normal University, in his readers—and when they have been practiced they have been attended with the most satisfactory as well as gratifying results: "First. Questions on the general scope of the piece, and on the meaning of clauses and sentences. Second. Questions on the etymology and meaning of words. Third. Questions on the emphasis, inflections, quality of voice, etc., requisite to express the ascertained thought."

There is a great tendency to press scholars forward into reading books beyond their comprehension, both by injudicious teachers and parents; but we ought always to remember, "milk is required for babes and meat for men." Teaching the pupil that merely *pronouncing*—sometimes attended with great difficulty in the vocal organs, with a *slight* (?) hesitancy of speech—a long list of unintelligible words, which are like so much Latin and Greek to them, is not *reading*. Thomas Arnold told his pupils, "You came not here *to read*—but to learn *how* to read." We want *less parrot* teaching in this as well as many other branches, and more *thought*.

Too long lessons are very detrimental in our schools. Only by constant repetition is any science learned, and no instruction should be given to pupils without requiring them to reproduce it. They should not pass over a word that they are not prepared to define; and it is surprising to see *how soon*, even young children learn this. Every pupil should be thoroughly drilled in phonic analysis, either singly or in concert, as the teacher may determine, that he may make a ready and exact enunciation which is a pre-requisite to good reading, and which can be attained in no other way. Before, as well as after, analyzing a word the pupil should pronounce it with all the clearness and precision possible to command—if a polysyllable more repetition is necessary, as *mem-o-ry*, memory. Some of the ablest as well as most experienced teachers recommend, as well as report the best success in teaching children, to read entirely by sound until they are able to construct sentences for themselves. This method has been recommended by the Superintendents of many of our large cities in the East. Writing the reading lessons upon slates, too, in the lower grades, is a great improvement. It begets a lively interest in the pupil in the lesson, teaches him to write and spell in connection with his reading lesson and constitutes abstracts for older pupils or a grammatical exercise.

No class should be allowed to be listless or inattentive and everything of a mechanical reading should be abolished from the school-room *forever and ever.* We want proper expression rendered in every case of reading. It is said when Booth represents Hamlet in the drama, he entirely loses his individuality in personating him, even excelling what Shakspeare himself could have desired were he to reappear upon earth. I do not know *what* authentic proof there is in the statement that Shakspeare would go into ecstacies to see his own drama played, but it is *true* Booth personates Hamlet to perfection. Dickens too, who charmed his hearers by rendering his own readings, drawn from real life, with such pathos, so much soul shining through all his characters, that the personages were ever before you, like living beings; the scenes seem like realities, pictures framed in most elaborate workmanship, changing as often as the form of a fleecy cloud before the summer's sun; causing one to wonder if this was the same man who stood before you as "Sam Weller," when he appeared like the veritable "Micawber," or the "very 'umble Uriah Heep;" teaching us that a *good* reader makes everything of which he is reading appear to be passing before our eyes, almost a tangible form. A young minister was relating to his congregrtion, one day, an affecting story of a widow whom death had robbed of all that was dear in life, whom fortune had wrecked of all possessions, who still clung persistently, although bereft of everything else, to her faith in God. He was expecting to see the audience melted in tears, but they were apparently unconcerned. Surprised at the hardness of

their hearts, he spoke of the circumstance to an elderly clergyman. "Tell the story next time, brother, so they will *see the widow*" said the old man.

True, we not only want to "see the widow" but we want this *word*-painting which shall bring us into close proximity with the great and good of all ages; which shall be to us what the old masters are to canvas painters, beautifully adorning our minds, as those do the walls of our houses—which shall cause to appear as before our eyes

> "Things that are fairest, things most sweet,
> Woods and cornfields and mulberry tree,"

the most picturesque and beautiful scenes in nature, running brooks, green fields, tall, waving trees, grand old mountains, the ocean in its matchless beauty, ships floating over the sea, masses of living beings ever coming, ever going, in short, every thing delineated as passing before our eyes in a succession of panoramic views as we listen to such a reader. We want falsehood painted black as midnight darkness. Alice Carey in her "Order for a Picture" asks,

> "Do you think, sir, if you try,
> You can paint the *look* of a lie?"

Truth should be painted in its brightest, purest form; every good deed, every lesson of love "shining forth as the stars, forever and ever."

When these desired results are attained in our public schools, *this* teacher's sahara will "blossom like a rose" and he will wear the greenest laurels entwined by the hundreds of scholars he has assisted to educate. We can only add in conclusion the words of a celebrated author: "We can only give an especial niche of honor to one great culture, that, among these various agencies, is making ready for useful and honored lives these young spirits—the culture that teaches them the story of the world in which they live, that fills its forms with glory and unveils its laws. *Such* a school will be *more* than a dream—it will be, if we do *something more* than to dream to-day."

AMADOR AND CALAVERAS TEACHERS' INSTITUTE.

FIRST DAY.

The joint County Institute of teachers of Amador and Calaveras counties met in the court house of Jackson, at 1 o'clock, P.M., October 10th, 1870, and was called to order by J. H. Wells, Superintendent of Calaveras.

Present, from Amador, Rev. S. G. Briggs, Julia Wittman, A. Howel, Mrs. Hettie Babcock, Ella Kay, A. Norton, W. H. Stowers, H. W. Ford, A. H. Keer, R. Taylor, James Speer and Miss Frankie Turner.

Present, from Calaveras, J. H. Wells, Lizzie Megaw, Mary E.

Hanlow, Belle Louttit, Mary A. Louttit, W. Nellis, F. H. Day, Lizzie Merchant, E. L. Knowlton, Albert Smith and J. B. Reddick.

Institute opened with prayer by Rev. S. G. Briggs—opening address by J. H. Wells. The chair then appointed E. L. Knowlton, A. H. Keer and W. H. Stowers a committee on permanent organization. After the report of this committee, the Institute proceeded to elect officers, which resulted as follows: Vice Presidents, Messrs. Norton and Nellis; Secretaries, E. L. Knowlton and Lizzie Merchant.

The chair then appointed the following committees: On Programme—Messrs. Nellis and Stowers and Miss Mary Louttit. On Resolutions—W. H. Stowers, James Speer and J. B. Reddick. On Introduction—F. H. Day, A. H. Keer, A. Norton and Miss Julia Wittman. On Music—H. W. Ford, W. H. Stowers and Belle Louttit.

Recess of ten minutes, after which an animated discussion on the various modes of teaching spelling, which was opened by Mr. Stowers, followed by Messrs. Nellis, Ford, Wells, Knowlton, Keer and Graham. At the close of the discussion the Institute adjourned to meet at 7 o'clock this evening.

Evening session met as per adjournment, J. H. Wells in the chair. Exercises opened by a well written essay on English Grammar, by H. W. Ford, in which was illustrated, among other things, the tendency of our grammars to teach too much and enter into needless classifications. This short essay was eagerly listened to, and all regretted that it was not longer. At its close the subject was taken up and discussed with spirit; after which the Jackson choir favored us with music, which was highly appreciated by all present. The Institute then adjourned to meet at 9 o'clock, A.M., Tuesday, October 11th, 1870.

SECOND DAY.

MORNING SESSION.

Institute met as per adjonrnment, Superintendent Wells in the chair. Opened with prayer by Rev. Mr. Briggs. The minutes of yesterday were read and corrected.

Mr. F. H. Day then read, in a very entertaining manner, an essay on "The Importance of the Study of Nature." "The best method of obtaining order in the school-room" was then taken up and discussed by the Institute. During the discussion, Mr. Reddick related an incident in his experience, which illustrated that mischievous and vicious natures may often be reclaimed without resorting to *any* punishment. Miss Annie Howell then read an essay on "Food." The subject was treated in a new and striking manner; was well chosen, and listened to with attention. Discussion on "Order" was resumed. It was thought by several members that one reason why pupils are disorderly,

is that order and obedience are not sufficiently attended to at home. Adjourned to meet at 1 P.M.

AFTERNOON SESSION.

Mr. Keer instituted a discussion on "Physiology"—illustrating the importance of a knowledge of this subject. The discussion was participated in by Miss M. A. Louttit, Messrs. Nellis, Taylor, Graham, Reddick and others. A recess of fifteen minutes was taken, after which the Institute was treated to excellent music by some of its members. Mr. R. Taylor read an essay on "The Evils of frequently Changing Teachers." It was shown in a striking and indisputable manner how this frequently has an effect to retard the progress of the children. His essay was followed by a discussion of the best means of securing the co-operation of parents. On motion adjourned to 7 P.M.

EVENING SESSION.

Met as per adjournment, Superintendent Wells in the chair. Opened with prayer by Rev. Mr. Thompson. After listening for a few moments to some excellent music by the Jackson choir, Superintendent Wells introduced Prof. Carr, of the State University, who proceeded to address the convention. His subject embraced the progress and present condition of industrial education, both in this country and Europe, and the provisions which have been made for the education of women in the various institutions of our country. His allusion to the liberal and progressive action of the regents of our State University, in this matter, was received with marked satisfaction. The presence of a large number of the residents of this place attested the interest which they feel in the same.

After again listening to some musical favors of the choir, the Institute adjourned to meet to-morrow at 9 o'clock, A.M.

THIRD DAY.

MORNING SESSION.

Institute met pursuant to adjournment, Superintendent Briggs in the chair. Prayer by the Rev. S. G. Briggs. The following teachers presented themselves and took their seats as members of the Institute: W. J. Dakin, Miss Lizzie Linineger, Miss Maria Linineger, Miss Anna Gothie, C. R. Beals, Miss N. White and E. M. Joy. Minutes of previous day read and approved.

A motion to continue the Institute over Thursday was made, and after a lively discussion, was carried. A report from the committee on Programme was read and referred back for revision. Mr. James Speer explained the principles of Spencerian Penmanship. The best method of securing punctuality in school was taken up and discussed. Messrs. Dakin, Norton, Knowlton, Prof. Carr, Miss Louttit and others participating. An essay on "The Effects of Education," was read by Miss

Lizzie Linineger, and well received. Institute adjourned till 1 o'clock, P.M.

AFTERNOON SESSION.

J. H. Wells in the chair. An essay on "Phonography, and Explanation of Phonographic Alphabet," was read by E. L. Knowlton. An essay, by W. J. Dakin, on the "Teacher's Work," was full of interesting ideas, and showed a true appreciation of the teacher's high mission. Prof. Carr addressed the Institute on the "Influence of Physical Causes on Human Development." On motion it was decided to change the programme so as to allow Mr. Ford to conduct a Calisthenic Exercise. A class of bright-eyed, neatly dressed little girls of the Jackson public school was called in, and their graceful movements were a credit to both teacher and pupils. There being no further business the Institute adjourned till 7 P.M.

EVENING SESSION.

Institute met at the appointed hour, J. H. Wells in the chair. Hon. O. P. Fitzgerald was introduced by Superintendent Wells, and proceeded to address the Institute and citizens of Jackson, on the subject of "School Officers." The lecture was delivered in his usual entertaining manner, and listened to with profound interest. The proposition was advanced that the aggregate influence of the trustees of public schools of this country is of more importance than that of our National and State Legislatures combined. After the lecture the audience was again placed under obligations to the Jackson choir for excellent instrumental and vocal music. If not considered out of place, we would here remark that better music could not be furnished by any town of equal size in the state.

On motion, a vote of thanks was tendered Prof. Carr for his very able and instructive lectures before the Institute. There being no further business, the Institute adjourned till Thursday morning at 9 o'clock.

FOURTH DAY

MORNING SESSION.

Institute met pursuant to adjournment, and was called to order by J. H. Wells. Prayer by Rev. S. G. Briggs. A motion was made and carried that we adjourn *sine die* this day at 4 o'clock, P.M. On motion, H. W. Ford was appointed to wait on Judge Gordon, and request him to favor the Institute with a select reading. He reported that owing to other engagements it would be impossible for the gentleman to comply with the request. An essay entitled "The Influence of Party Spirit" was read by A. Smith, which was very interesting and well received. Mr. D. Graham read an essay on "Wealth and Poverty."

After a recess of ten minutes, a discussion on the "Duties of a Teacher," was opened by W. Nellis, and participated in by

Messrs. Keer, Smith, Wells, Ford, Graham, Reddick, Day and Norton. The Institute then adjourned to meet at 1 o'clock P.M.

AFTERNOON SESSION.

Institute met pursuant to adjournment. The exercises were opened with an essay on "Science is the Handmaid of Religion," by A. Norton. The subject was handled by the writer in a manner which shows that he is awake to the necessity of recognizing the importance of the relation of science to religion.

Mr. Taylor followed with an essay on "Arithmetic," with explanations of the Metric System of weights and measures. Mr. Keer illustrated a method of "Teaching Fractions," by dividing and subdividing a pear. The committee on Resolutions reported the following, which were adopted:

Resolved, That we recognize in the Teachers' Institutes the efficient means of acquiring the theory and practice of teaching, and inspiring with zeal the laborers in the cause of education.

Resolved, That it is the sense of this Institute that the *wilful* neglect on the part of teachers, male and female, to attend a County Institute is sufficient cause for the revocation, on the refusal to renew, the Certificate of a teacher guilty of such neglect.

Resolved, That this Institute regards the moneys assigned to the Library Fund as failing to accomplish the desired result, and therefore uselessly expended.

Resolved, That the substitution of McGuffey's series of Readers by the State Board of Education for of Wilson's series of Readers, meets the approbation of this Institute.

Resolved, That the thanks of this Institute be and are hereby tendered to those ladies and gentlemen who have entained us with both vocal and instrumental music.

Resolved, That the thanks of the Institute are hereby tendered to Prof. E. S. Carr, of the State University, for his able and instructive lectures.

Resolved, That we recognize in Hon. O.P. Fitzgerald a firm friend of education, and an efficient State Officer, and for his admirable lecture describing the Model Trustee and the Model Teacher, this Institute returns its thanks.

Resolved, That the successful efforts of Superintendents Wells and Briggs, in making our Institute pleasant, dignified and beneficial in its results, are highly appreciated by this Institute.

Resolved, That the next joint Institute of Amador and Calaveras counties be held at Mokelumne Hill, commencing on the first Tuesday of October, 1871.

At 4 o'clock, P.M., there being no further business, the Institute adjourned *sine die*.

S. G. BRIGGS, Supt. Amador County.
J. H. WELLS, Supt. Calaveras County.

LIZZIE MERCHANT, } Secretaries.
E. L. KNOWLTON, }

[We regret that these proceedings did not reach us sooner.—EDS. TEACHER.]

TENNESSEE has imposed a tax on dogs for the school fund. One dog for each family is exempted.

A WRONG NOTION ABOUT PRIMARY TEACHING.

BY BERNHARD MARKS.

"How I do wish I could get a grammar class! I am sick and tired of teaching the babies of a primary class!"

So said a young lady to me a few days ago, and so have said a good many young ladies before, and so say a good many ladies who are old enough to know better, and with them sympathize the multitude who are not expected to know any better. And oh! the ridiculous reason always assigned for wanting a grammar class. "It is so much more improving to one's self to teach a high grade class." "I shall forget all I ever knew if I have to teach primary children much longer." Think of a *teacher's* being improved by the cheap work of a grammar class. Young girls, fresh from a high or normal school, without a particle of cultivation except the raw, undigested book-knowledge of school day recitation, leave a primary class five afternoons in the week under the supposition that for *such* work they are *more* than fully prepared. It is safe to say that not one in ten has the slightest appreciation of what the possibilities in primary teaching are. The time will come—may it come soon—when the requirements of primary teaching shall be better understood. The notion that the teaching of a primary class is easy work, fit for a young girl, and beneath the dignity of a man, is wrong and foolish. True, it is *delicate* work, but delicacy implies and requires not only skill, but strength. The rough, course work on a boiler is not more dignified than the fine work on a watch.

Primary teaching requires the best energies and the exclusive devotion of accomplished, cultivated women and strong men. Those who feel like sneering at a man's teaching a primary class, do not know what teaching is. All our young high and normal school graduates should serve their apprenticeship in the high schools and upper grammar classes, and should be taught to look forward to promotion to the primary classes. I know women engaged in primary teaching whose work is more important than that of any grammar school teacher; and there are principals of primary schools in this city, whom I can name, whose work is more important to the city than that of the Superintendent. When, six or seven years ago, the experiment of having men principals for primary schools was tried, with characteristic ignorance and stupidity, the least able of the men teachers were chosen for the places. Of course they failed, as they ought to have done in proper accordance with Nature and the fitness of things. One able, talented woman is worth more than a dozen third rate men in any position. The man or woman who, starting out with a college education, desires to devote a life to primary teaching, will have little time for general literature in the present stage of educational science. He or she will need to be

strong enough to give solid hours of leisure to hard professional study. Here is what Prof. J. W. Dickinson says about German schools:

"Germany has the most perfect school system in the world. For more than three hundred years the foundations of this system have been established, and the beautiful structure has been rising until now not a German child, living in his native country, is unable to obtain the means of a good mental culture.

"Prussia is well provided with normal schools in which teachers may receive a thorough preparation for their work; and in no other country is there so much professional enthusiasm. Teachers, during the time of preparation, are exempted from military service, and after graduation, preference is given to them over teachers who have had no special training. All incompetent teachers are to be promptly removed from their schools, and all old teachers who have spent the best of their strength in the service of their country, are to be supported in their old age at their country's expense.

"All school authorities, including the teachers themselves, being a branch of the general government, are much respected, and are able to exert a commanding influence. The German teachers study most carefully the philosophy of their work. Having received an impulse from the great Pestalozzi, they have adapted their courses of study, and their methods of teaching to the wants of the human mind. They make human culture the end of study and teaching. Two ideas guide them in making out their courses of study. One has reference to the selection of topics, the other to the arrangements of these topics. Such a selection of topics is made as will lead the mind of the student to all kinds of activity in studying them. These topics are arranged in the course so as to meet the wants of the mind as its powers are developed. The method of teaching employed requires the actual presence to the senses of all objects, and to the intellect of all subjects of study.

"While in Dresden, I saw a lesson in language given in one of the primary schools, to a class of little girls. The teacher was a strong man, and a distinguished graduate of a German University. He presented to his young pupils, a bird's nest, and a branch upon which the nest was built. He led the pupils to know of the nest through their own senses. Then he taught the name "*nest*;" then he taught the form of the nest, of what it was composed, giving names as he taught. Then in like manner he presented the branch, the twigs, the bark and the wood of the branches, the leaves, and the parts of a leaf. Then putting these objects aside, he drew upon the blackboard a beautiful picture of all that he had presented, requiring his pupils to give the names of things, as he represented them in his picture. After ideas had thus been excited, and their oral names had been learned, the written form of the names was taught. During this

exercise, the pupils were so much excited that they could with difficulty contain themselves. In another school I observed the teaching in botany. The class was composed of boys of twelve years of age. The teacher had gathered, in his morning's walk, the plants he desired his pupils to study, giving to each boy a plant belonging to the class of plants he desired that day to teach. Taking one of the plants in his own hand, he led the boys, each one for himself, to observe until he found the marks to be used in classification. The teacher then simply gave a name to the class which the boys had themselves discovered.

"Under such teaching, the boys studied with their whole strength, for more than an hour, with unabated interest.

"The best German teachers do not use text books in the school-room. They have the objects of study before them, and in the presence of their classes. The intuitive ideas to be used as the basis of mental activity and knowledge, are in the minds of the pupils, the language and the science are in their own well trained intellects, and it only remains for the teachers to direct the mind in the study of the things, and give to the acquired knowledge a language, and the young pupils will be led to know facts and general principles and science by their own individual activity. Books are to be used, after a time, for reference.

"*The primary schools are generally taught by the most learned and skilled male teachers*, who give the elementary instruction with all the enthusiasm that this important instruction is adapted to excite. Such instruction in Germany is never intrusted to unskilled hands; nor do the authorities allow a frequent change of teachers in primary schools. In Bavaria the teachers continue to teach the same class from the time it enters the school until the day of its graduation. The organization of the schools, and the modes of teaching, make the German schools a happy place both for teachers and pupils. The teachers are most thorough in their work, and the pupils are trained to think until the truth connected with the subject of study is discovered. In this way the German student is trained to thoroughness and to patience, two things not always found among the acquisitions of American scholars.

"The Prussian system of education has made every man able to think for himself, for he has received at least all the culture a Prussian common school can give to him. He is a patriot, for he has been taught from early years to sing patriotic songs, and to love his native country. He is a successful soldier, for he has received in the schools a thorough and general discipline. The Prussian army is an army of well educated men. Scarcely one in a hundred thousand can be found unable to read and write. They gained an easy victory over the Austrians because they opposed general intelligence to physical force."

SUNSHINE.

Bright, bright, and beautiful morning!
Your sunny breezes bring
A murmur of the summer,
A whisper of the spring.

Oh! sky that speaks of Heaven!
Oh! earth that breathes of Life!
How tender you are wedded,—
As husband unto wife.

"Say neighbor, standing, smiling,
And calling out Good-bye
To Kate, and Lill, and Totty,
Going to school near by,—

How do you like the weather,
So fresh, so warm, so cool?"
She says, "They stop for mother
To kiss them off to school."

You did not hear me, neighbor;
'Tis this you understand,—
Three toddlers, snowy-aproned,
Departing hand in hand.

Across the way, Miss Spyglass
Just thinks it's quite a crime,
That you should stand, so smiling,
And waste your precious time.

She "warrants the baby's crying,
The soapsuds boiled away;"
And calls it downright wasteful,
When you're so poor, "they say."

"For me," says Mistress Spyglass,
With accent stern and sure,
"I mean to send *my* washing,
To more deserving poor."

See! they have reached the corner;
Oh! sunshine, glow at this!
Each one throws back to mother
An airy, childish kiss.

Close up your blind, Miss Spyglass!
Would she could spare one ray
Of all her floods of sunshine,
To warm *your* heart to-day.

"A beautiful morning, neighbor!"
"Yes," answers she, "'tis so!
I stopped to watch the children,—
I've only *four*, you know."

CLARA G. DOLLIVER.

BE FIRM AND MILD.

How often in my peregrinations through schools and colleges has my very soul been made sad, as my eyes have gazed upon the intelligent, but care-worn features of the teacher, and the beautiful, but spirit-crushed countenances of the children. Why, (I have often asked myself) this unearthly gloom, where freshness of soul and brilliancy of intellect should beam forth from every eye? Why has fell restraint so early traced the lines of care upon every face? Why has the sunshine of youth been banished from this place? Why has the autumn of life usurped the spring-time of youth? These and similar thoughts have ever occupied my mind in my leisure hours. But, kind reader be patient, for 'ere I have done, I shall explain to you the mystery of these living but statute-like forms in every seat. These children are the inmates of model schools and governed by model teachers, who, like Sombrius in Addison's essay "Melancholy not Religion," thinks himself obliged in duty to be sad and disconsolate. He looks upon a sudden fit of laughter as a breach of his baptismal vow. An innocent jest startles him like a blasphemy. With him wit is wanton and mirth profane. He is scandalized at youth for being lively and at childhood for being playful. He seems to think that the dignity of the position which he holds gives him a license to extinguish all joy and gladness and to darken the very face of nature. After all, this Sombrius is regarded as a perfect disciplinarian. Were it not for the gladsome sunshine that pervades the room at noon-time how dreary indeed would the hours of school-time be.

Now, if such be the consequents of model school discipline, Lord spare my child from the writhing influence of such a system!

Like all great social maladies we have seen the effects, and it now remains for us to trace the cause, and to remove it.

In the first place let us understand what discipline is. Discipline is the application of the motives which induce the child to diligent study and good behavior. And what are these motives? (1.) Approbation of parents and teachers. (2.) Influence of school opinion. (3.) Desire of distinction. (4.) Love of knowledge. (5.) Example of the teacher. Not fear, which fills the atmosphere with a poison more deadly than the *upas tree* and paralyzes the soul as well as the mind. Not fear which causes the child to look upon his teacher as his natural enemy. Not fear which causes the child to think that the only distinction he can attain is that of vile servitude. Not fear which makes the child look upon the fountain of knowledge as the spring of death. Not fear which makes the child look upon the bright sunshine of this world as a mere mockery. Yet there are some (I am sorry to say) who believe that the only panacea for all their troubles is the following recipe:

R

Passion of anger, (ad libitum.)
Moroseness of manners, (ad infinitum.)
Perpetual peevishness, (in sempiternum.)
Snappishness.....(as you feel inclined.)
Mise bene.....
Sig—One dose every recitation.

If this should fail to eradicate all the finer feelings of the child's soul, and to blunt the best qualities of his mind, why use that very cheap remedial agent, cane, (after every paroxysm) and I am sure that after following this peculiar treatment for one month you will find that you have not only conquered the boy, but that you have made him a perfect imbecile.

Now I have seen this treatment in my own and foreign countries, and have failed as yet to see in any college or school good discipline where the above mentioned virtues predominated. According to divine law—yea, according to human law—love is the motive power of all that is good and ennobling. Firmness, I will admit, should always mark the exercise of authority; but it should be blended with kindness and prudence. Authority does not imply moroseness and snappishness; on the contrary, children feel confidence and are happy where their duties are clearly defined and scrupulously exacted. The firmness of the teacher must be similar to that of a good parent. It is true nature provides the parent with certain qualifications which the teacher can only acquire by cultivation. However, the teacher by his kind words and the lively interest which he manifests, can make his pupils feel, thas he has their success and happiness at heart. This point once gained, I am sure the *matter of discipline* which has caused so many of our worthy colleagues to become prematurely old and to find an early grave, will become a source of pleasure and a means of adding to the longevity of the teacher should he determine to persevere in his vocation. Do not imagine that I wish to convey the idea that love is sufficient without power any more than I would wish you to believe that power is sufficient without love. It is the combination of these two elements which constitutes wise and prudent government. All the trials and troubles of the school are mainly owing to the fact, that the teacher neglects his self-education whilst he is educating others. If your scholars see that you have your own passions under perfect control, they will have a powerful incentive to imitate you. If on the contrary, they perceive that upon every trivial occasion you give vent to your passion of anger, they will naturally add fuel to the fire. If they perceive that you are morose they will use hatred and duplicity. If peevish, they will constantly concoct plans to irritate you; if snappish, they will believe that they have a perfect right to be impertinent. Now let us look at ourselves 'ere we condemn others. It is the teacher's character that determines the character of the school. If children have to bear with our defects, why not bear with

theirs? The annoyances which we have now to suffer are nothing more than a just retribution for the past annoyances which we have given to others. Let us not forget that we were once children and that if we wish to become perfect disciplinarians we must study the nature and character of those entrusted to our care.

Why should we expect to meet with less trouble in our profession than the sculptor or artist? Is our profession not similar to theirs? Are they not obliged to study the peculiarities, mental and physical, of the individual which they intend to bring out upon the rough canvas and the unpolished stone? As the artist may give a false design and the sculptor an erroneous figure, from sheer neglect in the study of their subjects, I tremble at the fact that there are many teachers who mould false characters in their pupils and condemn the material instead of their own ignorance. The sculptor may remodel, and the artist improve the design; but, alas! impressions once made upon the human mind and sentiments instilled into the youthful heart are almost always lasting if not irretrievably so. It is therefore of the greatest importance that the teacher, upon whom devolves the great task of moulding the minds and manners of the rising generation, should exhibit in his own character the true christian and perfect gentleman. Finally, let us remember that he who governs to gratify his own whims and fancies, instead of benefiting the child, is a tyrant. W.

MR. HOLDER'S REVIEW.

A Western farmer, on a visit to a relative in Georgia, remarked with surprise the leanness of his hogs. Mentioning the matter to a circle of friends, among whom was a Georgian, he expressed himself in true Western hyperbole by describing them as so lean that their owners had to tie knots in their tails to keep them from getting through picket fences. The Georgian waxed exceeding wroth and made a speech, three quarters of an hour long, to deny that it was customary in Georgia to tie knots in hogs' tails *but did not deny that the hogs were very lean.*

Application: In a short essay on the teaching of fractions I endeavored to show that there is only one outline of the presentation of the subject that will satisfy the requirements of mental science. That this outline begins with the *inductive* view followed by the *deductive* view and ends with *general theory.* That the whole subject should be *exhausted* inductively. That this induction is the natural *foundation* for deductive teaching. That teachers err when they think that they may use various illustrations indifferently as circumstances may *seem* to require. In order to exhibit the three views I cited a case as an example and

solved it *inductively*, *deductively* and on the *general theory of division*. *Incidentally* only, I imagined three classes to be taught, each by a different teacher, in one of these methods, and to make the case as favorable as possible I considered the teachers to be first-class. Now Mr. Holder uses more than three solid pages of words to deny *that a first-class teacher will give his pupils only one view of a subject, but does not deny the conclusions arrived at in the essay.*

But Mr. Holder is not so fortunate as his Georgia prototype; for while he denied a statement that was ridiculously false Mr. Holder denies a statement which is notoriously true. First-class teachers of Arithmetic *do* limit themselves to one view of the subject and when they indulge in variety err in being indiscriminate in their choice of illustrations and style of teaching. Warren Colburn was a first-class teacher. His whole teaching was pure induction. I have no copy of his book at hand, but I believe he did not even touch the deductive stage. On the *purity* of his induction rests his fame, and the foundation is a broad one. Greenleaf is purely deductive. He resorts to induction barely enough to deduce the principles he makes use of. A class taught by Mr. Colburn could not work with one taught by Mr. Greenleaf. Mr. Colburn's class would have the advantage, however, because it would have a solid inductive foundation upon which to rear Mr. Greenleaf's deductive superstructure. If Mr. Colburn should take a class already taught by Mr. Greenleaf, his teaching would be like placing extra piles under a wharf or like thickening the foundation walls of a house. Dana P. Colburn also exhausts the subject inductively, but he passes to deductive teaching without touching general theoretical teaching. Looking through most of the modern text-books on Arithmetic we find them very nearly alike in that they deal with some topics deductively, with others inductively, and with still others by both methods. I have met with cases in which the deductive solution was given first.

Prof. Brooks, the highly accomplished principal of the Pennsylvania State Normal School, solves each point, first by induction and then by deduction and claims, fairly enough, great merit for his originality and, I am ready to add, correctness. Hon. E. E. White, former State Superintendent of Ohio, is without doubt one of the most able mathematicians and one of the most accomplished teachers in the country. Speaking of his book, he says: "It faithfully *embodies* the *inductive* method of teaching." "Until the pupil can step *inductively* from processes to principles, he has not a thorough knowledge of numbers." These quotations show that he agrees with me in my view of the matter, but in his "Suggestions to Teachers" he says, "*When two or more methods of solution are given, the one preferred should be thoroughly taught.*" This I claim to be wrong, and I mention it here to show Mr. Holder that it is true that some first-class

teachers think it proper to limit their pupils to one view of the subject.

If Mr. Holder has taught his present class the subject in question, he could not possibly have taught the three styles exhaustively because a year is altogether too short a time. He claims, impliedly, that he does not limit himself to one view of the subject, wherefore it follows that he must have taught an indiscriminate patchwork; exactly what I am laboring against.

Mr. Holder quotes me as saying: "Admitting that any of these pupils would obtain results sufficient for practical purposes, may we not doubt the desirability of such a state of affairs as resulting from skillful teaching?" for the purpose of declaring that "the last clause of this sentence is the most puzzling of any in the English language that I ever attempted to decipher. Mr. Marks may mean something by asking us to doubt our desirability of a certain result, but I confess after putting it under all the analysis that I could call to my aid, I still fail to apprehend what that something is." To which I have to reply only that if that *Holder* were sufficiently capacious to *hold* one other sort of analysis, viz: common sense, there would be no difficulty about understanding that clause.

BERNHARD MARKS.

REVIEW OF THE NORMAL TRACT ON FRACTIONS.

MR. MARKS says: "It is plain that no teacher can be entirely satisfied with his work, unless he feels himself in a position to defy intelligent criticism." This sentence is somewhat indefinite as to its comprehension, arising from the greater or less latitude which may be attributed to the word *work*. Does Mr. Marks mean, by this term, the teaching only—the government of the school, or both? If he mean the mere teaching, then, he says of himself: "When I commenced this work, I would have resented, with scorn, the slightest questioning of my ability to teach so simple a thing as fractions." He continues: "I taught three years before I found out the extent of my ignorance and consequent want of skill." This shows, conclusively, that teachers do feel entirely satisfied, though, in reality, they know but very little about this work. Then, it appears that it is not so plain as Mr. Marks imagines; for, an egotistical teacher would feel himself in that position from the commencement; while a modest teacher could never entertain such feelings. Had Mr. Marks said that all teachers should constantly strive to avoid intelligent criticism by keeping up with the most improved methods; by being in the van, and, if possible, he should strive to stand forth as the van-courier of everything that relates to methods of imparting knowledge, and to intellectual development, then, every teacher would have said, "*amen*." Mr. Marks (in referring to certain things in his essay) says: "These

queries have *forced themselves upon my attention* during many out-of-school hours and vacation days." The expression, "forced themselves upon my attention," is, indeed, a very unusual one. We speak of having our attention *called*, *attracted*, *aroused*, *stimulated*, *occupied*, etc., but I doubt the rhetorical propriety or logical correctness of the term *forced*. Let us take a psychological view of the *act* of attention. Attention is not a faculty of the mind, but simply a concentration of the other faculties. It is a *voluntary* act. When we wish to obtain all the knowledge in our power of a certain thing, we limit our consideration to that object, to the exclusion of all others—this act is called attention. Every such act is under the control of our volition. The attention *exists* merely as different degrees of concentration of the faculties of the mind, and cannot be considered as an actuality, but merely as a potentiality. To speak of things forcing themselves upon the attention, is not admissible; for this would imply that attention is a faculty of the mind, alone capable of taking cognizance of things; which is opposed to modern philosophy. Here, I desire to digress a moment. The attention may be easily *dis*tracted. A teacher who would punish a pupil for not giving his attention to his instruction, would exhibit an ignorance of the simplest psychological truths. If a teacher cannot attract, or call forth the attention of the pupil, by arousing a voluntary desire to concentrate the faculties of the mind upon the subject which he is presenting, he never can do it through fear of punishment. He may secure an apparent, or even partial attention, but not that concentration of the soul's energies, which comes from the pleasurable emotions that are inspired in the mind by a desire to know. To punish a pupil for not giving his attention, is twin brother to that other *barbarism* of punishing a pupil upon the same hand in which he holds his pen, because, through nervousness, or any other cause, he does not execute the letters to the teacher's liking. Now, to return.

Mr. Marks says: "They (these queries) have given rise to tens of perplexing questions, ranging in importance from cancellation to psychology." Mr. M. may mean something by saying "Queries give rise to questions," but when he says "they range from cancellation to psychology," from a simple, and not essential, article, in arithmetic, to that which treats of every act and emotion of the human mind, I say, it appears entirely wanting in perspicuity. Every act of the human mind is a psychological act. The axioms of arithmetic, and the fundamental principles of all sciences, are founded upon truths, established through psychological investigation. Number, as a primary quality of matter, is, purely, a psychological truth. Will Mr. Marks define the boundary lines which separate cancellation from psychology, and tell us how broad the space in which these tens of perplexing questions ranged themselves, so as not to intrench upon the law-

ful grounds of psychology? The act of *thinking* is a psychological phenomenon. In a word, psychology is the science of all mental phenomena. Arithmetic is merely one of the *forms* in which psychological acts proceed. Had Mr. Marks said that he had reflected much upon this subject, and the contemplation of it led him from the study of Arithmetic, as such, to the investigation of treatises on Psychology, as such, or that science which treats of the faculties by which alone we obtain knowledge, then we should have understood him; and it would have been a good suggestion; for there is no better source to which a teacher can go.

Mr. Marks says he has found that the philosophy of teaching Fractions is yet to be written! If Mr. Marks means by the "philosophy" of teaching Fractions, some Utopian rule by which *plodders* may become successful teachers, then, we may safely say, he is looking for an impossibility. The first-class teacher, like the first-class poet, orator, painter and mathematician, must be born such. The philosophy of his success lies innately in the person—his tone of voice; his manifest interest in his subject; his command of appropriate language, sharply pointing out each particular process with axiomatic simplicity; anticipating every little difficulty that could possibly arise, with intuitive sagacity; removing all such stumbling-blocks by well-chosen illustrations, till the mind apprehends the logical simplicity of the processes, till the pupil becomes, as it were, enamored with the subject. It is a fact established by psychology, that the mind is capable of forming the habit of long-continued fixity of attention, and the great aim of the teacher should be to secure this habit in his pupils. Mr. Marks says: "Suppose the three classes, mentioned above, were called upon to reduce $\frac{15}{3}$ to a whole number. A's class might solve it thus: A fraction is an example of unexecuted division, in which the numerator is the dividend and the denominator is the divisor; then the quotient is the value of the fraction." Now, Mr. Marks says: "No one could reasonably find fault with the solution." I have not read thirty arithmetics lately, as Mr. Marks says he has, but in my schoolboy days, I made it and kindred branches my special studies for several years; and I am aware of the fact, that some authors incidentally remark that a fraction has the *form* of indicated, or unexecuted division. Others say it may be *considered* as unexecuted division. Mr. Eaton says it is nothing more, nor nothing less, than unexecuted division. The definitions which these authors give of integral units, fractional units, numerators and denominators, etc., show plainly the inadequacy of such definitions of a fraction. Now, let us put this solution, which Mr. Marks has pronounced *reasonably* faultless, under analysis. Then, first, as to the meaning of the word *solution*. An adequate definition is one which declares the facts, and the whole of the facts, which the name involves in its signification. The solution of a question in Arithmetic, is a method of computation, by

means of which we obtain a required result from known data. The boy has the necessary data furnished, viz, $\frac{15}{3}$, to be reduced to a whole number. He commences by defining the data, and makes his *definition* the premise from which he draws his conclusion, and not the data itself. Now, the demand does not admit of such a definition. If parts were not implied in $\frac{15}{3}$, why should the question require wholes? If the data are wholes already, and only division of whole numbers required, then the language of the demand is entirely wanting in precision; for, to speak of *reducing* to a whole number, when you mean only to divide one abstract number by another abstract number, is a misapplication of terms. As there are but two kinds of reduction recognized in Arithmetic,—ascending and descending—to which does this belong? To which shall we refer this example? Does not the demand require us to pass from a *fractional* to an *integral* unit? So, we see that the language of the demand betrays the absurdity of the boy's definition—that it is unexecuted division.

But let us bring this definition under closer analysis: When does the example cease to be division, or an example in division, and at what stage of its existence does it become a fraction? What was the necessity of changing the name? Is it not absurd to call an unbroken number a broken or divided number? How can it be unexecuted division, and yet be a fraction? Is not this a flat contradiction of terms? Let us sound this definition, and exhibit its shallowness. If a fraction did not imply a division of the integral unit, we should never have had the distinction of Proper and Improper Fractions. The language made use of by the founders of the science of Arithmetic, shows plainly how they regarded its principles, and the two words, Proper and Improper, sharply define or mark the difference between the two classes of numbers—Integral and Fractional,—the one, properly a fraction; the other, improperly a fraction. Again: the above definition destroys the etymology of the term. Is a broken and unbroken number to be called by the same name? Would this be considered precise mathematical language? To say that unexecuted division is a fraction, and then to talk of numerators and denominators as composing that unexecuted division, is, indeed, a good example of ancient metaphysics.

When the boy used the words, "in which the numerator is the dividend and the denominator is the divisor," it is a matter of much regret that he had not been called upon to define "numerator" and "denominator," according to his theory of the formation of fractional numbers. Once more: let us look this definition straight in the face. We have a fraction and no number broken; a denominator, and no fractional unit named, because no integral unit has been divided; a numerator, and no parts numbered, because no divisions have been made. How did the boy know that a fraction had a numerator, or numbered parts; a

denominator, or namer of parts, if he had been taught that a fraction was unexecuted division? If no integral unit has been divided, there can be no fractional unit; and if there are no fractional parts, there would be no necessity for a numerator. That definition which establishes a fractional unit out of an integral unit, as a basis of notation and classification, is the only logical foundation upon which a system of fractional numbers can be established. When we wish to add or subtract fractions that are different parts of numbers, we must establish a fractional unit; and this unit will always be determined by finding the common, or least common, multiple of the denominators; and all the parts must be subordinated to the fractional unit established by this multiple; $\frac{1}{2}$ may become $\frac{50}{100}$, $\frac{1}{5}$ $\frac{20}{100}$, before addition or subtraction can be effected. Notwithstanding this, they tell us fractions are unexecuted divisions.

Those authors who hold to the above definition, tell us that $\frac{15}{3}$ is the same as $\frac{1}{3} \times 15$, and they call the latter unexecuted division. At this very point, I apprehend, lies the fallacy of all their reasoning (if such conclusions can be ranked among the products of Ratiocination). What is the difference between adding $\frac{1}{3}$ to itself fifteen times, and multiplying $\frac{1}{3}$ by 15, since multiplication is a short method of repeating one number as many times as there are units in another? The same principle holds good, whether the factors are integral, or fractional units. Now, when the multiplication is effected, each unit of the 15 has been repeated $\frac{1}{3}$ times, and each unit is $\frac{1}{3}$ of what it was before the multiplication was performed. Still, we are told it is unexecuted division! But the absurdity of the definition becomes more glaring when we take a psychological view of it. Does not presentative knowledge always precede representative knowledge? Suppose the teacher to cut an apple, or any other object into two equal parts (as nearly as possible), the act of cutting is presentative, the act of recording, representative knowledge. Does the half show, does it record, does it predicate, actual division? Suppose the apple was cut into seven equal parts (as nearly as possible), and five of those parts considered, would the $\frac{5}{7}$ show actual division? But they tell us $\frac{5}{7}$ may mean $\frac{1}{7} \times 5$. Well, we answer, that we have effectually answered this assertion in our remarks about the $\frac{15}{3}$ alone. Now, the question assumes this form: Can $\frac{5}{7}$ represent an actual fact—a completed act—and at the same time, and in the same form, an incomplete act—an act to be completed?

I consider $\frac{5}{1 \times 7}$ as incomplete representative, and $\frac{5}{7}$ as complete representative knowledge.

The expression $\frac{15}{3}$, as predicated of a thing, is an actuality. The expression $\frac{15}{1 \times 3}$ as predicated of a thing, is a potentiality. The expression $\frac{5}{7}$, considered as an absolute abstraction, is an

impossibility. It is a well known maxim among logicians, that "we never know what a thing is, unless we can give an account of its opposite." Now, if Mr. Marks sees no unreasonableness in the above definition, will he tell us what the opposite is? If a fraction is unexecuted division, what is the opposite of a fraction? Now, it may be asked, If the premise be false, how comes it to pass that the conclusion is true? I answer, it is a fact well known in logic, that though we cannot, while observing the *forms* of logic, draw a false conclusion from true premises, we may draw a true conclusion from false premises. The falsity of the premise does not prove the falsity of the conclusion; *nor does the truth of the conclusion prove the truth of the premise.* Mr. Marks accepted the definition as a premise because it led to a conclusion already known to be true.

(To be continued.)

WM. W. HOLDER.

REPORT OF PUBLIC SCHOOLS.

ROLL OF HONOR.

ULATIS SCHOOL DISTRICT, *Vacaville, Solano County.* N. Smith, Teacher: Scholars who were never tardy, and were perfect in deportment for the time specified:

For one month—Willie McClenny, Santo Castro, Jefferson Dobbins, Isador Blum, Sarah Franklin, Fannie Franklin, Edith Long, Jennie Beatty, Fannie Thomas, Willie Stevenson, Alice Butcher, Maria Gardner, Robert Kirkland, Harry Chandler, Morris Webster, Ora Merchant, Thomas Rice, Eudora McClenny, David Peña, Jose Peña, John Peña, Walter Beatty, John Davis.

For two months—Willie Thomas, John Gardner, James Gardner, Willie Gardner, Jennie Hill, Nettie Hawkins, Jennie Stevenson, Emma Callen, Anna Stevenson, Eliza Davis.

For three months—Julia Thomas, Hettie Foree, Ella Rice, Alice Boyd, Joseph Hill, Charles Stevenson, George Gardner.

For four months—Frank Thomas, Willie Butcher.

For five months—Hettie Allison, Minnie Callen.

Department of Public Instruction.

SEMI-ANNUAL APPORTIONMENT OF SCHOOL FUND.

Office of Controller of State,
Sacramento, California, Feb. 3, 1871.

Hon. O. P. Fitzgerald, Superintendent of Public Instruction:

Sir: In accordance with the provisions of an Act to provide for a system of Common Schools, approved April 4th, 1870, I hereby report as follows:

The securities belonging to the Common School Fund, held in trust by the State Treasurer, consist of bonds of the State of California, bearing interest at seven per cent. per annum, and amount to one million seventy-three thousand and five hundred ($1,073,500) dollars.

The statement, showing the money in the State Treasury subject to apportionment and the sources from which they have accrued, is as follows:

One-half of amount received from poll tax since Aug. 1, 1870..	$26,833 18
Interest on State School Lands.....	25,856 15
Property tax (ten cents on each $100).....	217,218 33
Interest on bonds held by State Treasurer.....	37,572 50
Total.....	$307,480 16
From which deduct transfer certificates of the Register of the State Land Office of lands proved not to be the property of the State.....	$327 03
Amount subject to apportionment.....	$307,153 13

Very respectfully,
ROB'T WATT, Controller.

APPORTIONMENT.

Total number of census children between five and fifteen years of age entitled to receive money, 122,166. Amount per child, $2 50.*

Alameda County.—Alameda, 159; Alvarado, 117; Alviso, 54; Bay, 44; Brooklyn, 482; Centreville; 115; Cosmopolitan, 68; Eden Vale, 42; Encinal, 134; Eureka, 90; Fruit Vale, 99; Inman, 37; Laurel, 264; Lincoln, 39; Livermore, 120; Lockwood, 60; May, 55; Mission San José, 94; Mountain House, 39; Mowry's Landing, 49; Murray, 153; Oakland, 1,617; Ocean View, 114; Palmyras, 41; Peralta, 157; Pleasanton, 102; Redwood, 31; San Lorenzo, 100; Summit, 30; Suñol, 51; Temescal, 271; Townsend, 74; Union, 320; Vallecito, 73; Washington, 95; Warm Springs, 90. Total, 5,480; amount, $13,700 00.

Alpine.—Everett, 33; Franklin, 19; Lincoln, 52; Webster, 19. Total, 123; amount, $307 50.

Amador.—Amador City, 89; Aqueduct City, 39; Buckeye Valley, 30; Buena

*The statistical report from one county did not come in in time for this apportionment. The correct report of that county makes the amount per child two dollars and fifty-one cents ($2 51) instead of two dollars and fifty cents ($2 50.) So small an amount as *one cent* per child can very well remain until the apportionment for August of this year.

Vista, 65; Clinton, 38; Drytown, 74; Fiddletown, 106; Franklin, 21; Forest Home, 38; Ione Valley, 84; Jackson, 201; Jackson Valley, 25; Lancha Plana, 80; Mountain Echo, 37; Milligan's, 45; Muletown, 39; New York Ranch, 35; Oneida, 74; Pine Grove, 52; Puckerville, 44; Sutter Creek, 220; Stony Creek, 22; Union, 90; Union Church, 28; Upper Rancheria, 34; Van Winkle, 8; Volcano, 79; Williams', 35; Willow Springs, 39; Washington, 80; Mountain Spring, 18. Total, 1,869; amount, $4,672 50.

BUTTE.—Bangor, 45; Butte Valley, 57; Bidwell, 15; Cañon Creek, 29; Central House, 30; Cherokee 127; Chico, 409; Clipper Mills, 24; Dayton, 79; Deleplain, 41; Eureka; 46; Evansville, 37; Forbestown, 56; Franklin, 16; Hamilton, 42; Kimshew, 52; Live Oak, 32; Lone Tree, 35; Last Chance, 33; Manzanita, 34; Meridian, 39; Messilla Valley, 36; Morris' Ravine, 30; Mountain Spring, 53; Mud Creek, 42; Oroville, 312; Oregon City, 42; Pine Creek, 53; Rio Seco, 60; Rock Creek, 42; Salem, 30; Stoneman, 24; Upham, 18; West Liberty, 45; Wyandott, 65; Wyman's Ravine, 37; York, 19; Webster, 32; Union, 26; Lovelock's, 44. Total, 2,288; amount, $5,720 00.

CALAVERAS.—Angels, 145; Altaville, 107; Brushville, 78; Black Hill, 39; Campo Seco, 90; Cave City, 47; Camanche, 100; Chili Gulch, 66; Copperopolis, 142; Douglas Flat, 44; Eureka, 57; Fourth Crossing, 75; Mosquito Gulch, 19; Murphy's, 172; Mokelumne Hill, 196; Negro Gulch, 48; Petersburgh, 84; Pleasant Springs, 16; Palamo, 47; San Andreas, 159; Spring Valley, 35; Sheep Ranch, 30; Salt Spring Valley, 20; Telegraph City, 97; Upper Calaveritas, 43; Vallecito, 82; West Point, 73; Washington Ranch, 40. Total, 2,151; amount, $5,377 50.

COLUSA.—Colusa, 317; Bridgeport, 25; Grand Island, 67; Dry Slough, 84; Franklin, 87; John's, 23; Central, 27; Freshwater, 66; Beaver Valley, 42; Indian Valley, 69; Marion, 50; Grindstone, 47; Plaza, 64; Jackson, 36; Stony Creek, 68; Union, 45; Butte Creek, 16; Washington, 45; Princetôn, 109; Willow, 41. Total, 1,328; amount, $3,320 00.

CONTRA COSTA.—Alamo, 59; Amador, 27; Antioch, 135; Alhambra, 34; Bay Point, 50; Briones Valley, 43; Carbondale, 131; Central, 52; Concord, 81; Danville, 41; Deer Valley, 35; Excelsior, 80; Eden Plain, 73; Green Valley, 43; Iron House, 38; Lafayette, 55; Liberty, 80; Lime Quarry, 72; Lone Tree, 52; Martinez, 175; Moraga, 46; Morgan Territory, 46; Mount Diablo, 97; Mount Pleasant, 80; Oak Grove, 64; Pinole, 73; Pleasant Hill, 31; Pacheco, 113; Rodeo Valley, 38; San Ramon, 53; San Pablo, 221; Somersville, 147; Sycamore, 50; Tassajara, 41; Willow Springs, 36. Total, 2,492; amount, $6,230 00.

DEL NORTE.—Crescent, 134; Rowdy Creek, 32; Bradford, 38; Happy Camp, 23; Olean 14; Camp Lynch, 23. Total, 264; amount, $660 00.

EL DORADO.—Buckeye Flat, 72; Bear Creek, 18; Blair's, 53; Carson Creek, 15; Cold Spring, 29; Coloma, 124; Coon Hollow, 65; Diamond Springs, 81; El Dorado, 140; French Creek, 44; Garden Valley, 25; Georgetown, 154; Greenwood, 45; Green Valley, 34; Gold Hill, 61; Indian Diggings, 35; Jay Hawk, 63; Kelsey, 56; Latrobe, 90; Missouri Flat, 28; Mountain, 28; Mount Aukum, 48; Mosquito, 19; Natoma, 14; Nashville, 31; Negro Hill, 18; Newtown, 36; Oak Hill, 70; Pilot Hill, 29; Placerville, 384; Pleasant Valley, 52; Reservoir, 66; Salmon Falls, 46; Smith's Flat, 42; Spanish Dry Diggings, 15; Tennessee, 49; Uniontown, 46; United, 58; Wild Goose, 16. Total, 2,299; amount, $5,747 50.

FRESNO.—Alabama, 29; Centreville, 56; Dry Creek, 63; Fresno, 51; Fancher' 39; Hazleton, 57; Kingston, 46; Lake, 30; Mississippi, 20; Millerton, 100; New Idria, 92; Scottsburg, 54; Chowchilla, 55; Penoche, 35. Total, 727; amount, $1,817 50.

HUMBOLDT.—Mad River, 51; Union, 213; Eureka, 399; Bucksport, 93; Table Bluff, 72; Pacific, 37; Slide, 36; Eel River, 64; Hydesville, 119; Yager Creek, 45; Van Dusen, 47; Grizzly Bluff, 62; Island, 55; Ferndale, 65; Centreville, 22; Bear River, 25; Mattole, 102. Total, 1,507; amount, $3,767 50.

INYO.—Bishop Creek, 60; Independence, 20; Milton, 28; Round Valley, 35; Union, 100. Total, 243; amount, $607 50.

KERN.—Havilah, 58; Linn's Valley, 116; Kern Island, 127; Tehachipah, 68. Total, 369; amount, $922 50.

KLAMATH.—Klamath, 52; Trinidad, 113; Orleans, 55. Total, 220; amount, $550 00.

LAKE.—Cinnabar, 38; Morgan Valley, 26; Lower Lake, 100; Burns Valley, 31; Excelsior, 58; Leconomi, 79; Rincon, 73; Uncle Sam, 48; Kelsey Creek, 46; Big Valley, 61; Lakeport, 76; Pleasant Grove, 56; Blue Lake, 44; Upper Lake, 117. Total, 853; amount, $2,132 50.

LASSEN.—Susanville, 200; Richmond, 40; Susan River, 36; Janesville, 44; Soldier Bridge, 15; Lake, 37; Milford, 54. Total, 426; amount, $1,065 00.

LOS ANGELES.—Alameda, 66; Anaheim, 204; Azuza, 98; Bog Dale, 84; Brooklyn, 56; Ballona, 110; Cieneger, 108; El Monte, 172; Fair View, 56; Green Meadows, 160; La Puente, 130; La Dow, 43; Los Angeles, 1,604; Los Nietos, 149; Maize Land, 82; New River, 58; Old Mission, 148; Palomares, 71; Santa Ana, 284; San Antonio, 107; San Pedro, 88; San Fernando, 75; San Gabriel, 141; San José, 89; San Juan, 184; Solidad, 107; Silver, 60; Spring, 41; Wilmington, 134. Total, 4,709; amount, $11,772 50.

MARIN.—San Rafael, 182; Saucelito, 130; San Quentin, 31; San Antonio, 54; Ross Landing, 53; Franklin, 33; Halleck, 30; Estero, 33; Novato, 72; Chileno Valley, 42; Olima, 28; Necacio. 67; Garcia, 66; Tomales, 61; Clark, 20; Bolinas, 32; Aurora, 68; American Valley, 15; Bay, 55; Dixie, 258. Total, 1,330; amount, $3,325 00.

MARIPOSA.—Mariposa, 124; Hornitos, 170; Coulterville, 133; Bear Valley, 111; Quartzburg, 38; Princeton, 18; Sherlocks, 50; Sebastobol, 35; Cathey's Valley, 88; Elkhorn, 32. Total, 799; amount, $1,997 50.

MENDOCINO.—Anderson, 89; Big River, 79; Buchanan, 155; Cahto, 36; Calpella, 30; Casper, 78; Central, 53; Countz, 58; Coyote, 23; Cuffey's Cove, 41; Eel River, 56; Fish Rock, 28; Gaskill, 39; Gualala, 26; Indian Creek, 24; Little Lake, 79; Little River, 32; Long Valley, 68; Manchester, 95; Mill Creek, 40; Nevarro, 33; Oriental, 50; Potter Valley, 51; Ranchirie, 48; Redwood, 47; Round Valley, 105; Sanel, 100; Sherwood, 59; Ten Mile River, 78; Union, 57; Ukiah, 260; Upper Little Lake, 76; Walker Valley, 26. Total, 2,119; amount, $5 297 50.

MERCED.—Snelling, 96; Jefferson, 84; Merced Falls. 74; Pioneer, 62; Mariposa 48; Hopeton, 70; Bear Creek, 29; McSwain, 35; Fairview, 32; Los Baños, 43; Eden, 20; Monroe, 47; Plainsburg, 22; Clay, 27; Washington, 33; Madison, 19. Total, 741; amount, $1,852 50.

Mono.—North Antelope, 13; Antelope, 23; Bridgeport, 27. Total, 63; amount, $157 50.

Monterey.—Alisal, 65; Castroville, 172; Carneros, 72; Carmello, 74; Carrolton, 80; Fairview, 59; Hollister, 168; Jefferson, 134; Lyndley, 100; Mission, 50; Mountain, 62; Monterey, 353; Natividad, 99; Oak Grove, 42; Pacheco, 51; Spring, 69; Santa Rita, 126; San Juan, 410; San Benito, 129; Springfield, 55; San Felipe, 20; San Antonio, 166; Soledad, 80; Salinas City, 175; Tembladera, 63; Washington, 72; Rincon, —; Live Oak, —. Total, 2,946; amount, $7,365.

Napa.—Buchanan, 79; Beryessa, 49; Carneros, 39; Calistoga, 146; Childs, 36; Childs Valley, 30; Capell, 41; Cherry, 33; Franklin, 22; Howard, 30; Jefferson, 23; Liberty, 48; Lodi, —; Mountain, 20; Napa City, 436; Oakville, 37; Oak Grove, 47; Pope Valley, 40; Putah, 24; Redwood, 51; Suscol, 57; St. Helena, 186; Soda Cañon, 40; Salvador, 39; Tucker, 50; Upper Pope Valley, 36; Vineland, 56; Wooden Valley, 38; Yount, 45. Total, 1,778; amount, $4,445.

Nevada.—Allison Ranch, 181; Birchville, 48; Blue Tent, 28; Bear River, 22; Chalk Bluff, 65; Clear Creek, 37; Cherokee, 66; Columbia Hill, 53; Eureka, 71; Forest Springs, 204; French Corral, 59; Grass Valley, 883; Graniteville, 54; Indian Springs, 40; Kentucky Flat, 65; Little York, 44; Lime Kiln, 38; Liberty Hill, 21; Lake City, 30; Moore's Flat, 62; Mooney Flat, 46; Nevada, 613; North San Juan, 160; North Bloomfield, 53; North Star, 98; Oakland, 113; Omega, 22; Pleasant Valley, 48; Quaker Hill, 25; Rough and Ready, 80; Relief Hill, 23; Spencerville, 43; Sweetland, 83; Selby, 27; Truckee, 214; Union Hill, 91; Washington, 79; Willow Valley, 32. Total, 3,921; amount, $9,802 50.

Placer.—Auburn, 154; Bath, 55; Blue Cañon, 35; Cisco, 18; Coon Creek, 48; Christian Valley, 20; Dry Creek, 19; Deadwood, 9; Dutch Flat, 162; Damascus, 16; Excelsior, 31; Franklin, 34: Forest Hill, 155; Fairview, 10; Gold Hill, 24; Gold Run, 94; Iowa Hill, 86; Illinoistown, 156; Last Chance, 21; Lisbon, 21; Lincoln, 71; Lone Star, 24; Michigan Bluff, 71; Mount Pleasant, 43; Neilsburg, 34; Newcastle, 40; Norwich, 41; Ophir, 85; Pleasant Grove, 17; Rattlesnake, 56; Rock Creek, 53; Rocklin, 106; Roseville, 56; Smithville, 22; Stewart's Flat, 47; Todd's Valley, 83; Union, 10; Wisconsin Hill, 40; Washington, 42; Yankee Jim's, 50. Total, 2,159; amount, $5,397 50.

Plumas.—Antelope, 14; Beckworth, 28; Crescent, 51; Greenville, 41; La Porte, 73; Mohawk, 35; Pioneer, 33; Pilot Peak, 21; Quincy, 61; Rocky Point, 13; Spanish Peak, 37; Summit, 38; Seneca, 53; Taylor, 61; Union, 21. Total, 580, amount, $1,450 00.

Sacramento.—Alabama, 63; American, 26; American River, 94; Ashland, 46; Brighton, 36; Brannan, 13; Buckeye, 31; Carson Creek, 39; Center, 26; Davis, 31; Dry Creek, 70; Eagle Point, 8; Elder Creek, 43; Elk Grove, 61; Excelsior, 46; Enterprise, 66; Franklin, 56; Georgiana, 18; Granite, 184; Grant, 32; Hicksville, 37; Hutson, 9; Jackson, 46; Katesville, 27; Kinney, 79; Laguna, 14; Lincoln, 39; Michigan Bar, 86; Mokelumne, 11; Natoma, 28; Oak Grove, 21; Onisbo, 39; Pacific, 41; Pleasant Grove, 109; Point Pleasant, 51; Prairie, 32; Richland, 38; San Joaquin, 48; Sherman, 25; Stone House, 49; Sutter, 97; Sylvan, 72; Union, 61; Viola, 44; Washington, 68; Walnut Grove, 17; West Union, 58; White Rock, 37; Wilson, 27; Sacramento, 3,158. Total, 5,457 amount, $13,642 50.

SAN BERNARDINO.—Jarupe, 71; San Salvador, 98; City, 277; Chino, 119; Mission, 135; American, 55; Temescal, 75; San Tomateo, 75; Juape, 48; Riley, 104; Warm Spring, 90; Central, 43; City Creek, 38; Mill, 22; Santa Ana, 59; Mount Vernon, 122; Cram, 31. Total, 1,462; amount, $3,655 00.

SAN DIEGO.—San Diego, 521; New San Diego, 239; San Jacinto, 51; Milquatay, 87; Monument City, 29; San Louis Rey, 122; Eastern, 35; Tia Juana, 20. Total, 1,104; amount, $2,760 00.

SAN FRANCISCO.—Total, 27,055; amount, $67,657 50.

SAN JOAQUIN.—August, 43; Athearn, 39; Alpine, 39; Burwood, 47; Brunswick, 49; Calaveras, 36; Corral Hollow, 58; Castle, 56; Chartville, 31; Charity Dale, 22; Central, 15; Columbia, 49; Davis, 42; Douglass, 61; Dry Creek, 11; Delphi, 75; Elliot, 55; Elkhorn, 28; Everett, 55; Enterprise, 18; French Camp, 50; Franklin, 46; Fairview, 20; Greenwood, 47; Grant, 45; Henderson, 46; Harmony Grove, 48; Hutson, 12; Houston, 58; Linden, 121; Liberty, 67; Live Oak, 38; Lincoln, 26; Lone Tree, 28; Lafayette, 35; Lockford, 82; Moore, 41; Madison, 45; Montezuma, 30; Mokelumne, 26; Mount Carmel, 43; McKarny, 61; New Jerusalem, 31; New Hope, 26; North, 60; Rising Sun, 9; Rigdon, —; Rustic, 35; River, 37; Pittsburg, 41; Pacific, 24; Stockton, 1,830; South, 20; Stanislaus, 18; Salem, 41; Shady Grove, 25; San Joaquin, 31; Telegraph, 57; Tulare, 36; Turner, 44; Union, 41; Valley, 44; Vineyard, 11; Van Allen, 51; Woods, 65; Wheatland, 26; Washington, 27; Wildwood, 76; Weber, 47; Willow, 47; Zinc House, 52. Total, 4,691; amount, $11,727 50.

SAN LUIS OBISPO.—Mission, 323; Arroyo Grande, 128; Santa Fé, 121; Excelsior, 57; Central, 62; Cayucas, 65; Franklin, 33; Olmsted, 42; Mammoth Rock, 41; Santa Rosa, 45; Hesperian, 67; San Simeon, 122; Salinas, 121; San José, 48. Total, 1,275; amount, $3,187 50.

SAN MATEO.—San Bruno, 81; San Mateo, 142; Belmont, 39; Redwood City, 375; Searsville, 99; Greersburg, 60; Laguna, 90; Half Moon Bay, 268; Purissima, 64; West Union, 31; Jefferson, 67; Milbrae, 35; Tunis, 51; San Gregorio, 37; Pescadero, 94; Bele, 60; New Year, 20; San Pedro, 38. Total, 1,651; amount, $4,125 00.

SANTA BARBARA.—Santa Barbara, 773; San Buenaventura, 372; Montecito, 119; Carpenteria, 170; Rafaela, 187; Santa Paula, 33; Pleasant Valley, 66; Colonia, 150; Santa Clara, 38; Graciosa, 81; Briggs, 30; Hope, 90; Live Oak, 18. Total, 2,127; amount, $5,317 50.

SANTA CLARA.—Adams, 98; Alviso, 125; Berryessa, 48; Braly, 58; Burnett, 53; Calaveras, 37; Cambrian, 52; Carnadero, 64; Collins, 29; Encinal, 56; Evergreen, 88; Eagle 49; Franklin, 52; Gilroy, 437; Guadalupe, 51; Hamilton, 66; Hester, 230; Highland, 60; Hill, 281; Jackson, 58; Jefferson, 59; Laguna, 31; Lexington, 34; Lincoln, 50; Los Gatos, 68; Live Oak, 68; Mayfield, 167; Millikin, 48; Milpitas, 81; Mission Peak, 4; Moreland, 81; Mountain View, 131; Mount Pleasant, 26; Midway, 41; New Almaden, 169; Oak Grove, 101; Orchard Street, 73; Pala, 62; Pioneer, 97; Redwood, 95; Rhodes, 51; San Antonio, 44; Santa Clara, 564; San Felipe, 39; San José, 1,542; San Ysidro, 119; Sierra, 36; Silver Creek, 51; Summit, 20; Union, 61; Willow Glen, 83; Whiseman, 50. Total, 6,128; amount, $15,320 00.

SANTA CRUZ.—Santa Cruz, 803; Pajaro, 496; San Andreas, 33; Mountain, 6; Oak Grove, 173; Petroleum, 21; Happy Valley, 39; Hazel Brook, 19; El

Jarro, 32; Railroad, 37; Scott's Valley, 37; San Lorenzo, 66; Bay View, 97; Green Valley, 101; Carlton, 52; Soquel, 221; Union, 54; Aptos, 53; Boulder Creek, 35; Roache, 109; Summit, 28; Vin Hill, 37; Agua Puerca, 18; Hill, 47. Total, 2,664; amount, $6,660 00.

Shasta.—Shasta, 170; Roaring River, 25; Millville, 100; Clear Creek, 22; Eagle Creek, 43; Cañon House, 21; French Gulch, 75; Little Cow Creek, 65; Whiskytown, 39; Cottonwood, 22; Piety Hill, 44; Buckeye, 18; American Ranch, 8; Parkville, 43; Oak Run, 9; Clover Creek, 49; Oak Knoll, 21; Sierra, 68; Texas Spring, 16; Stillwater, 37; Middletown, 20; Pitt River, 43; Fall River, 49; Burney Valley, 33; Sac. River, 32. Total, 1,072; amount, $2,680 00.

Sierra.—Alleghany, 68; Alpine, 24; Alta, 29; Antelope, 8; Butte, 21; Downieville, 197; Eureka, 40; Forest 41; Gibsonville, 42; Goodyear's, 54; Loyalton, 51; Minnesota, 23; Morristown, 13; Mount Pleasant, 21; Newark, 23; Plum Valley 32; Rocky Point, 24; Sierraville, 74; St. Louis, 41; Table Rock, 194; Union, 72, Washington, 26. Total, 1,118; amount, $2,795 00.

Siskiyou.—Ash Creek, 55; Berryvale, 15; Big Valley, 40; Butteville, 38; Cedar Park, 20; Cedarville, 15; Center, 56; Cottonwood, 40; Deep Creek, 36; Douglas, 28; Eagle Creek, 20; East Fork, 20; Franklin, 28; Gordon Valley, 35; Goose Lake, 20; Hawkinsville, 30; Humbug, 20; Klamath, 20; Lincoln, 52; Little Shasta, 50; Meamber, 25; Mill Creek, 70; Moffat Creek, 20; Mount Bidwell, 16; Mount Shasta, 22; Oregon, 30; Oro Fino, 42; Quartz Valley, 20; Scott River, 46; Scott Valley, 78; Shasta Valley, 20; South Fork, 38; Stone Coal Valley, 30; Surprise Valley, 16; Table Rock, 40; Union, 15; Vineland, 30; Washington, 50; Willow Creek, 64; Yreka, 288. Total, 1,598; amount, $3,995 00.

Solano.—Alamo, 37; American Cañon, 26; Benicia, 382; Binghamton, 60; Bunker Hill, 52; Crystal, 129; Centre, 69; Collinsville, 46; Dover, 44; Denverton, 30; Dickson, 60; Esmeralda, 41; Egbert, 79; Fairfield, 126; Grant, 63; Green Valley, 68; Gomer, 35; King, 56; Montezuma, 10; Mountain, 79; Main Prairie, 29; Oak Dale, 31; Owens, 39; Pitts, 83; Pleasant Hill, 12; Pleasant Valley, 21; Putah, 20; Rio Vista, 88; Rockville, 49; Round Hill, 24; Suisun, 51; Solano, 45; Silveyville, 194; Salem, 38; Tremont, 78; Ulatis, 117; Union, 72; Vallejo, 1,205; Wolfskill, 20. Total, 3,707; amount, $9,267 50.

Sonoma.—Alexander, 22; Alpine, 34; American Valley, 32; Bloomfield, 107; Bodega, 50; Burns, 21; Burnside, 40; Canfield, 54; Cinnabar, 34; Cloverdale, 104; Coleman Valley, 33; Copeland, 30; Court House, 427; Dry Creek, 74; Dunbar, 51; Dunham, 67; Eagle, 25; Enterprise, 40; Eureka, 38; Fisk's Mill, 31; Freestone, 54; Geyserville, 62; Green Valley, 40; Guilford, 50; Guillicos, 15; Hall, 39; Hamilton, 69; Harvey, 54; Healdsburg, 300; Potter, 84; Redwood, 73; Rincon, 37; Russian River, 35; San Antonio, 55; Santa Rosa, 39; Scotta, 30; Sonoma, 268; Sotoyome, 70; Star, 28; Steuben, 34; Stewart's Point, 33; Hearn, 28; Hill, 41; Independence, 32; Iowa, 47; Junction, 41; Knight's Valley, 50; Laguna, 67; Lafayette, 54; Lake, 35; Lakeville, 40; Lewis, 34; Liberty, 49; Lone Redwood, 33; Manzanita, 44; Mark West, 52; Mayacma, 32; Mill Creek, 44; Miriam, 98; Monroe, 31; Mountain, 26; Mount Vernon, 20; Oak Grove, 98; Occidental, 42; Oriental, 42; Pacific, 40; Payran, 76; Petaluma City, 851; Piner, 51; Pleasant Hill, 56; Stony Point, 37; Strawberry, 56; Tar-

water, 45; Todd, 33; Walker, 32; Wallace, 40; Wallala, 71; Washington, 27; Watmaugh, 18; Waugh, 40; Wilson, 50; Windsor, 85; Wright, 42. Total, 5,513; amount, $13,782 50.

STANISLAUS.—Adamsville, 141; Bachelor Valley, 36; Black Hill, 25; Belpassi, 38; Branch, 84; Bonita, 51; Buena Vista, 52; Davis, 40; Dry Creek, 42; Emory, 84; Empire, 31; Farm Cottage, 45; Fair View, 40; Garner, 45; Grant, 35; Haight, 49; Jackson, 65; Jones, 58; Junction, 75; Jefferson, 60; McHenry, 72; Orestimba, 68; Paradise, 81; Rowe, 22; Rising Sun, 33; Rhinehardt, 25; Tuolumne, 41; Washington, 77; White Oak, 35; White Crow, 29. Total, 1,572; amount, $3,930 00.

SUTTER.—Auburn, 51; Barry, 24; Bear River, 31; Brown's, 34; Buttesylvania, 15; Brittan, 59; Central, 55; Columbia, 23; Eagle, 47; Fairview, 19; Franklin, 21; Gaither, 65; Grant, 65; Illinois, 42; Jefferson, 33; Knight's, 25; Lee, 29; Lincoln, 43; Live Oak, 46; Marcum, 24; Meridian, 32; Myres, 20; Nicolaus, 31; North Butte, 26; Rome, 36; Salem, 30; Slough, 29; Sutter, 26; Union, 48; Vernon, 26; Washington, 33; West Butte, 48; Winship, 30; Yuba, 60. Total, 1,226; amount, $3,065 00.

TEHAMA.—Antelope, 87; Oat Creek, 29; Toomer, 37; Reed's Creek, 36; Sierra, 75; Red Bank, 10; Tehama, 78; Lassen, 43; Cottonwood, 46; Stoney Creek, 21; Floyd, 17; Raskenta, 46; Coast Range, 63; Red Bluff, 274. Total, 862; amount, $2,155 00.

TRINITY.—Weaverville, 148; Douglas City, 68; Junction City, 55; North Fork, 31; Cox's Bar, 16; Lewiston. 42; Trinity Centre, 23; Hay Fork, 35. Total, 418; amount, $1.045 00.

TULARE.—Cottonwood, 87; Deep Creek, 55; Elbow, 28; Elbow Creek, 65; Fitzgerald, 36; Farmersville, 64; Kaweah. 91; King's River, 68; Outside Creek, 44; Oak Grove, 101; Packwood, 40; Rockford, 65; Tule River, 97; Union, 45; Visalia, 273; Venice, 19; Vandalia, 96; Willow, 28. Total, 1302; amount, $3,255 00.

TUOLUMNE.—Sonora, 371; Columbia, 416; Shaw's Flat, 90; Springfield, 77; Tuttletown, 108; Jamestown, 120; Poverty Hill, 83; Curtis Creek, 62; Summerville, 70; Confidence, 44; Montezuma, 46; Chinese Camp, 81; Don Pedro's Bar, 29; Green Springs, 70; Big Oak Flat, 131; Soulsbyville, 23. Total, 1,821; amount, $4,552 50.

YOLO.—Woodland, 339; Buchanan, 45, Washington, 116; Cottonwood, 52; Prairie, 39; Cache Creek, 49: Grafton, 138; Franklin, 22; Putah, 40; Buckeye, 42; Cacheville, 63; Grand Island, 17; Merritt, 49; Fillmore, 52; Plainfield, 64; Willow Slough, 24; Monument, 23; Pine Grove, 30; Cañon, 40; Union, 41; Woodland Prairie, 18; Richland, 2; Sacramento River, 35; Monitor, 51; Eureka, 48; Gordon, 68; Capay, 59; Fairfield, 29; Enterprise, 22; Liberty, 27; Vernon, 24; Pleasant Prairie, 49; Fair View, 67; Spring Lake, 33; Yolo, 100; Mount Pleasant, 25; North Grafton, 35; Clover, 54; Montgomery, 16; Lisbon, 21. Total, 2,068; amount, $5,170 00.

YUBA.—Bear River, 66; Brophy, 36; Brown's Valley, 68; Buckeye, 23; Cordua, 38; Dobbin's Ranch, 39; Elizabeth, 24; Garden Valley, 21; Greenville, 23; Hansonville, 20; Honcut, 30; Indian Ranch, 50; Jacinto, 19; Lindia, 43; Long Bar, 18; Marysville, 846; McDonald's, 25; New York, 94; Oak Valley, 29; Ore-

gon House, 52; Park, 45; Peoria, 43; Plumas, 65; Rose Bar, 127; Slate Range, 98; Spring Valley, 45; Strawberry Valley, 40; Timbuctoo, 75; Virginia, 40; Yuba, 55. Total, 2, 197; amount, $5,492 50.

O. P. FITZGERALD,
Supt. Public Instruction.

STATE NORMAL SCHOOL.

To prevent confusion, I make the official announcement, that the next term of the State Normal School will be held in San Jose, beginning on WEDNESDAY THE FOURTEETH DAY OF JUNE, 1871. As conflicting accounts of the time have been published, by copying this notice papers throughout the State will confer a great favor upon all concerned.

O. P. FITZGERALD,
Supt. Public Instruction.

PROGRESS IN SAN JOAQUIN COUNTY.

The number of new school houses in San Joaquin County strikes the traveller with agreeable surprise. Most of them, too, are of excellent character, built according to the most approved plans, comfortable and convenient within and neat and tasteful externally. This indicates a thrifty community and intelligence and enterprise on the part of school officers. Perhaps no county in the State has made more healthful progress in education during the last three years than San Joaquin.

SONOMA COUNTY ITEMS.

PROGRESS IN SONOMA.—The energetic and worthy Superintendent of Sonoma County has given fresh evidence of good taste and sound judgment, by taking to himself a life-long counsellor and co-worker in the educational field. In other words, he is most happily married to one of our accomplished lady teachers. A good school officer before, we may now expect that he will be still better.

NEW PUBLIC SCHOOL HOUSE AT CLOVERDALE.—The citizens of Cloverdale have erected one of the best public school buildings that we have seen outside of our largest towns. It stands in a beautiful live-oak grove in the upper part of the village, the trees having been preserved in their beauty instead of being destroyed, after the manner of others in California.

HEALDSBURG has not yet built *that* new public school house, so much needed.

PROF. J. W. ANDERSON, of Petaluma, has met with the heaviest of all afflictions in the death of his estimable wife. He has the sincere sympathy of his professional co-laborers among whom he is held in deservedly high esteem as a man and a teacher.

MENDOCINO COUNTY ITEMS.

SCHOOL MATTERS IN UKIAH.—During a late visit to Ukiah we spent the greater part of a rainy afternoon in the school taught by Mr. D. H. Trout. To say that we were pleased by what we saw and heard, would be a tame expression.

The *morale* of the school was excellent. Mr. Trout's methods are his own, and in his hands succeed admirably. Good order and good humor equally characterized his school. Mr. Trout is happy in catechising a class. His love for natural history was observable in the specimens that were arranged in the school room, and his pupils receive many an incidental lesson in that fascinating and important branch of study.

SUPERINTENDENT BOND was recently thrown from a buggy and had his right hip dislocated. He is moving about on crutches. His earnestness, intelligence and varied experience in public life make him one of the best school officers in the State.

DR. J. R. THOMAS has received a proposition from the citizens of Ukiah which will probably result in his taking charge of a school in that place. This will be a happy arrangement for all concerned. The Doctor will find a generous support in that picturesque and healthy town, and the citizens of Ukiah will be fortunate in securing the services of so good a man and so distinguished an educator as Dr. Thomas.

SANTA CLARA COUNTY.

SCHOOL HOUSE BURNING AT SAN JOSE.—One of the public school houses was recently burned at San Jose. On the morning of February 21st an attempt was made to burn the beautiful Santa Clara street grammar school building in that city. Fortunately the fire was discovered in time to save it. It is thought that an Indian was the incendiary in both cases. If proved guilty, it is likely the noble aborigine will find that the burning of school houses is a dangerous pastime.

SUPERINTENDENT FURLONG, we understand, is teaching a school near San Jose—thus doing double service for the good cause.

EX-SUPERINTENDENT BRALY is teaching a school a few miles from Santa Clara.

THE SAN JOSE PUBLIC SCHOOLS close March 9th. They are said to be in excellent condition, and our partial observation leads us to believe it.

LAKE COUNTY.

LAKEPORT.—The new public school house at Lakeport stands on the hill overlooking the town, and occupies perhaps the most romantic site of any school building on this coast. It is not yet finished and furnished. Mr. Shirley is now teaching a private school in the building. We only had time to glance at his school, and to make a few remarks to his pupils. The citizens of Lakeport are awake to the importance of making their beautiful town attractive for its educational facilities. The new school house is an evidence of the fact.

KELSEYVILLE.—A new school house adorns this neat little village, and is one of several encouraging signs of thrift, observed by us as we hurried through the place.

LOWER LAKE.—This cosy little place—dear to lovers of fishing and pure air—has two schools, one public, the other private. As we reached the place at night and left next morning about sunrise, we could not visit them.

Superintendent Matthews cultivates the earth while superintending those who are "teaching the young idea how to shoot," thus combining the two noblest of secular employments. The stage did not stop for us to have an interview.

Los Angeles County.—Dr. T. H. Rose is publishing in the local press of Los Angeles a series of articles on the public schools of the county—some of which we may transfer to our pages. It would be well if our school men generally would more frequently avail themselves of the privileges of the press for the purpose of disseminating knowledge concerning education, and arousing interest in its behalf in the public mind. This is a good work that Dr. Rose is doing. Let others do likewise.

Siskiyou County.—Superintendent Godfrey is using the press of his county for the judicious and frequent presentation of school affairs to the citizens of Siskiyou, and is thereby doing a good work for the cause of education.

Burning of the Lincoln Grammar School.—This thing of burning school houses is becoming serious. The Jefferson High School-house, at Sacramento, was burned some time ago. A primary school-house, at San José, was burned a few weeks since. A few days ago, an attempt was made to burn the Santa Clara street Grammar school-house, in the same town. And on the morning of February 21st, the largest and most costly public school building on the Pacific coast—the Lincoln Grammar School, San Francisco—was burned. It was the work of an incendiary. This is a serious calamity to San Francisco, but the Board of Education have exhibited great promptness and energy in their efforts to meet the exigency. What a peculiar sort of wanton deviltry is it that will prompt the burning of a school-house! It is a new phase of crime in California.

Senators Casserly and Cole, and Congressmen Axtell and Johnson, will accept thanks for important and valuable public documents sent to this office.

Book Table.

Six Books of the Æneid of Virgil: With Explanatory Notes and Vocabulary. By Thomas Chase, M. A., Professor of Philology in Haverford College, Member of the American Oriental and American Philosophical Societies, etc. Philadelphia: Eldredge & Brother. 1871.

The text of this edition of the first six books of the Æneid, is the same as in the edition of the whole poem by the same author. To the average student, Virgil is, perhaps, of the Latin authors, the one most easily read and least understood. Many make tolerable daily recitations in the class-room and finally lay the book aside with no approach to an adequate conception of the grand epic, or an appreciation of its beauties. A clear, carefully prepared, neat, compact little volume, such as this, sheds a continuous beam of light upon the pathway of teacher and pupil as they follow the Trojan hero in his many wanderings.

A FOURTEEN WEEKS' COURSE IN POPULAR GEOLOGY. By J. DORMAN STEELE, A.M., Ph. D., Principal of Elmira Free Academy, and Author of "A Fourteen Weeks' Course in Chemistry;" "A Fourteen Weeks' Course in Descriptive Astronomy;" and "A Fourteen Weeks' Course in Natural Philosophy." A. S. Barnes & Company, New York and Chicago. 1871.

This is another volume added to the popular "Fourteen Weeks'" series, and is admirable in plan, attractive in typography, elegant in illustrations. It has one more good point that ought to be mentioned—that is, considering the short time usually allotted to the study, it wisely refrains from attempting too much—giving the general scope of the science and leaving a desire in the student's mind to acquire details. A little more accuracy in statement of facts of science, and a little more care in giving suppositional matter its distinctive character would add greatly to its value and usefulness. Libby & Swett, San Francisco.

PREPARATORY LATIN PROSE-BOOK: Containing all the Latin Prose necessary for entering College. With References to Harkness's, Bullion's & Morris's, Andrews & Stoddard's, and Allen's Latin Grammars; Synonymes; Notes, Critical and Explanatory; and a Vocabulary. By J. H. HANSON, A.M., Principal of the Waterville Classical Institute, Waterville, Me. New York: Woolworth, Ainsworth & Co. 1871.

M. TULLII CICERONIS ORATIONES ET EPISTOLÆ SELECTÆ. With References to Harkness's, Bullion's & Morris's, Andrews & Stoddard's and Allen's Latin Grammars; Synonymes; Notes Critical and Explanatory; and a Vocabulary. By J. H. HANSON, A.M., Principal of the Waterville Classical Institute, Waterville, Me. New York: Woolworth, Ainsworth & Co. 1871.

These are two very handsome volumes of convenient size and printed in clear type. The Orations and Epistles are well edited, and the PREPARATORY LATIN PROSE BOOK has been long enough before the public to have its merits as a text-book as well as its cheapness well known. We like the idea of publishing, and having students read, the *Epistles*. It is probable that the thirty-five epistles, covering a period of twenty years, here given, will present Cicero more adequately before the mind of the student than would all his stately orations. For sale by Libby & Swett, San Francisco.

FIRST LESSONS IN COMPOSITION. By JOHN S. HART, LL. D., Principal of the New Jersey State Normal School; Author of "Composition and Rhetoric," "In the School Room," "English Grammar," etc. Philadelphia: Eldredge & Brother. 1871.

Why composition is not better taught in our schools, is, perhaps, owing in the main, to two causes. First, the matter is delayed too long in the child's course; and secondly, when it is taken up, it is not often that well directed effort is made in this direction. The best work is given to other studies, and spasmodic efforts are put forth on this subject. This "book of exercises" is prepared for use in beginning the study at an early age, and doing systematic work during those days of vagueness and helplessness in the young mind.

THE AMERICAN JOURNAL OF EDUCATION. Published Quarterly. Edited by HENRY BARNARD, LL. D. Hartford: Office of American Journal of Education. 1871.

We are glad to see that the publication of "The American Journal of Education" has been resumed. While Dr. Barnard was engaged in Washington with the Department of Education it was, in a measure, suspended. Having retired from that department, he is now devoting his talents to editing the Journal. We hope such encouragement will be given by the education loving people of the country as to enable him to complete the noble work that he has undertaken. The number for January, 1871, is devoted to England, and a full and accurate account of education of all kinds—general, special, technical—is presented, together with valuable historical and biographical information.

THE INFANT CLASS: Hints on Primary Religious Instruction. By SARA J. TIMANUS, late Teacher in Model Primary Dept., and Critic in Methods, First State Normal School, Minnesota. Chicago: Adams, Blackmer & Lyon Publishing Co. 1870.

Those who have taught the "infant class," and had sagacity to see what a great work is needed in this department of the Sabbath School, will hail this little volume with peculiar pleasure. The discussion of the subject is brief, pointed, clear, correct—in short, the best we have seen. Price, 75 cents.

THE UNITED STATES PATENT LAW: Instructions how to obtain Letters Patent for New Inventions; including a variety of useful information concerning the rules and practice of the Patent Office; how to sell Patents; how to secure Foreign Patents; forms for assignments and licenses; together with engravings and descriptions of the Condensing Steam Engine, and the principal mechanical movements, valuable tables, calculations, problems, etc., etc. By MUNN & CO., SOLICITORS OF PATENTS, No. 37 Park Row, New York. Published by Munn & Co., at the office of the Scientific American, No. 37 Park Row, 1870.

This is a little 18mo. of one hundred and seven pages, telling all about Patents. To the Inventor it would be invaluable; and to him who thinks or feels that he has inventive power, it might give the guidance for its realization.

THE STUDENT'S OWN SPEAKER: A Popular and Standard Manual of Declamation and Oratory, for School, Home and Private Use. By PAUL REEVES, Author of "Popular Standard Dialogues and Minor Dramas," &c., &c. New York: G. P. Putnam & Sons, 4th Avenue and 23d Street. 1871.

A little book, the whole tone of which is incisive, pithy and natural.

LANCASTER COUNTY TEACHERS' INSTITUTE.

This is a fifty-six page *brochure* giving the proceedings of the nineteenth annual session of the Institute of Lancaster county, Pennsylvania. The topics embraced in the discussions and lectures were varied—ranging from "Charles Dickens" to "Moral Instruction." The essays are thoughtful, earnest, sensible, and worthy of more permanent form than mere verbal delivery. Published by Pearsol & Geist, Lancaster, Pa.

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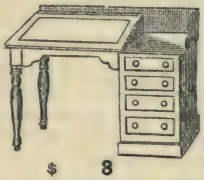

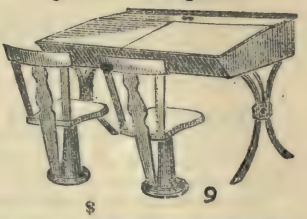

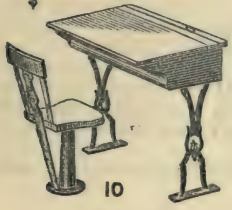

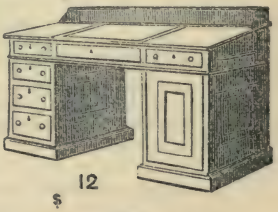

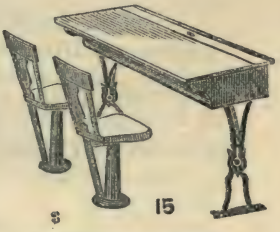

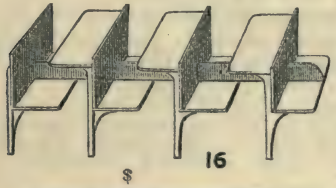

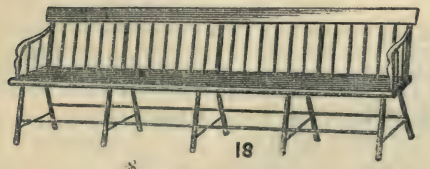

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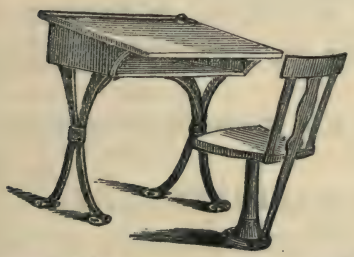

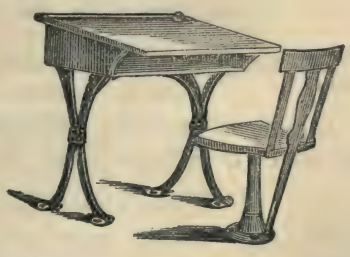

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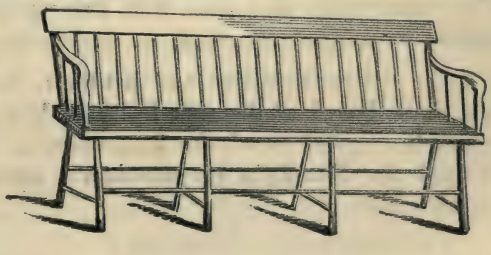

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If I were to ask you to send me a description of the house in which you reside, you could readily do it, because you are well acquainted with its shape, size, number of rooms, etc., in short, you *know all* about it.

But were I to ask you to describe to me the last house built in New York, you could not do it, because you know *nothing* about it.

Seeing, then, that a person *can* tell what he does know, and that he *cannot* tell what he does not know, it follows as a natural consequence that a knowledge of the subjects on which you write is imperatively necessary.

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Knowledge, then, is the GRAND FOUNDATION which should be laid broad, deep and enduring, by paying strict attention to understanding thoroughly the instruction given by your teachers, and also what you obtain from books, and by retaining both of these as perfectly as possible; and, in addition to these, cultivate in *yourself* a constant and careful habit of observation, so that seeing things clearly, you will be able to describe them accurately.

I take pleasure in recommending this course to you, because I confidently trust you will cheerfully and resolutely follow my advice.

Next to importance to knowledge, and to be studied while you are acquiring it—to go hand in hand with it, in fact—is purity of style. To this I invite your serious attention, as without it your knowledge will be of very little account.

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Remember, then, that to compose well we must write readily and freely, that is, the ideas should flow as readily from the fountain in our minds, as ink does from a good pen.

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Discard, then, at once and forever, all forms of conversation that would not be tolerated in your home, in the school, in polite society generally.

If any of you have unfortunately acquired the habit of using coarse, unpolite words, you will, perhaps, find it difficult at first to break yourself of it, from the fact that we hear almost daily on the streets a great deal of language, that is, to say the least, uncouth. I speak of this as a contrast to purity of style so that you may see and remember what things, habits, and forms of expression must be avoided by every person who is anxious to compose well.

Keeping the attainment of a pure style resolutely in view, avoid all such expressions as "you bet your life," "by golly," "you may bet your bottom dollar on that," "we made him hump himself," "we made him scratch gravel," "they made him get up and dust," "he absquatulated at a 2.40 rate," "you git," "dry up," etc., etc. Do not make unkind, unmannerly remarks such as "guess that girl don't think nothin' of herself, she aint proud nor nothin'; O dear no, not at all."

I have put this point in a strong light, because as there are so many "slang" words, both old and new, continually being used, you cannot be too careful. This leads us to PROPRIETY OF DICTION. By this is meant, using the best words you can to express your sentiments, and such as are well suited to the particular subject you may have in hand, for instance: "We went in a *wagon* on a voyage of discovery;" not suitable, because it is impossible to go *on a voyage* in a wagon. Tour of observation would be better. Avoid exaggerated expressions, such as "Uncle John's farm is as large as all out of doors." "Father stayed there a week, and hunted all over creation." "He killed half a million quail."

Euphony, or softened expression, is also very desirable. Ex-

ample: (common form,) "he wouldn't let him do it." With euphony—He would not permit, or allow him to do it. "That boy is dirty and lazy," better thus—that boy is not cleanly in his habits; neither is he industrious.

It seems that isn't, wasn't, didn't, couldn't, shouldn't, mustn't, won't, ain't, disremember, etc., are tolerated a great deal; avoid such forms as much as possible.

The English language is deservedly said to be the most *copious* language. This is because the materials to form or compose the English tongue were taken from many other languages, the principal of those being German, French, Latin and Greek. Here, you see, we have a great advantage; we can select from the mass those words that we like and that will explain our meaning best. Hence it is of great importance to acquire a large fund of words on which we may draw at pleasure. To do this, I recommend the following plan: Take, for instance, the word, agree, and see how many words and phrases you can find like it, and nearly like it. Agree, agreement, accord, concord, to concert, in concert with, in conjunction with, connected with, coincidence, similar views, of one mind or opinion, resemblance, similitude, oneness of spirit, etc., etc.

You can do this at any time as you walk, at home, when you feel wakeful at night, and at many other times which you will find or make. It may be well said, wise persons *make* opportunities, while foolish ones *wait* for them.

Having collected a large fund of words and phrases, then take sentences in the same manner. Transpose them as often as you can without using other words; afterwards see how often you can express the same sentiment by using other words, but be sure to retain the *sense* so clearly that anybody may know what it means. Two examples without using other words: One fine day, early in the Spring, I took a walk. I took a walk one fine day, early in the Spring. Examples by using other words: On a balmy morning in Spring, I went for a walk. On a lovely day, when the grass was springing, I took a stroll, (or ramble.) I had a delightful walk early one morning, when the trees were putting on their dress (or robes) of green.

Then try how well you can turn prose into poetry; as, for instance:

> In the Spring-time, one fine day,
> I went, merrily, tripping away.

Again:—

> Over the hills, and far away.
> I tripped quite cheerfully one fine day.

Once more:—

> 'Tis the beautiful Spring-time, the day fine as can be,
> We will trip along merrily, happy and free.

Two examples of a different kind, to show what you will be able

to do with an ordinary sentence, if you faithfully follow my directions. We will suppose that some little boy or girl is discontented and says: Father and mother have gone to visit uncle; I wish I had gone too. The same in verse:

> Father and mother have gone to uncle's; 'tis well;
> But if I had gone with them 'twould have been better still.

Another, in a more cheerful spirit: Father and mother have gone out to ride; I hope they will have a pleasant time, and come safely home again. The same in verse:

> Father and mother have gone out to ride;
> I wish them much pleasure; may no evil betide.

You have often noticed, no doubt, that there are persons to whom it is a pleasure to listen, even when they are talking on ordinary topics. Whenever you are in the company of such persons, pay particular attention to their manner of constructing sentences, modulating their voices, etc., especially when any of them are giving readings, recitations, addresses, lectures or sermons. With regard to the last three words, notice what the subject is, what the person undertakes to prove, and how he or she proves it. Not only observe the choice of sentences, but also the choice of words in a sentence. Fold some writing paper so as to make a handy sized book, and, with pencil, note some of the principal points. Afterwards think it over, and try to transpose it in the manner already mentioned.

Do this, not with a desire to find fault and pick flaws, but in a cheerful, good-natured spirit, being determined to add to your fund of information, by digesting the marrow of the subject. Thus your mind will have a never-failing source of pleasure.

Read all the best books you can on the subject with which you wish to become acquainted. If you are at a loss, at any time, as to which *are* the best books for you, ask your parents and teachers; they, I am sure, will take pleasure in assisting you to choose.

A word of caution: be sure to avoid *trashy* novels; they are worse than useless; they are calculated to create distaste for useful reading, and thus render the mind almost incapable of investigating any *sensible* subject.

Nothing that I have said in this letter is intended to contradict or set aside anything that your teachers have said, or may say; but rather to aid you in carrying out their instructions.

My sincere desire is that each and all of you will continue to strive until you obtain an education that shall enable you to do much good to your parents, to yourselves and to society at large.

With pleasure, I subscribe myself your friend,

JOHN BAGNALL.

Silver Mountain, Alpine Co., Feb. 14th, 1871.

TULARE COUNTY TEACHERS' INSTITUTE.

In compliance with the call of the County Superintendent, the teachers of Tulare county met in convention at Visalia, on Tuesday, the 21st of February, 1871. The Institute convened at 4 o'clock, P.M., Superintendent S. G. Creighton in the chair. The following teachers were reported present:

Prof. A. G. Brown, of Grove District, Prof. S. G. Creighton, of Visalia District, Prof. C. J. DeMerritt, of Elbow Creek District, Mr. H. H. W. Boggan, of Deep Creek District, Mr. D. Ross, of Packwood District, Mr. D. Jameson, of Pioneer District, Mr. C. C. Snell, of Willow District, Mr. S. B. Patrick, of Cottonwood District, Mr. D. K. Zumwalt, not teaching, Rev. T. K. Howell, not teaching.

On motion, Prof. A. G. Brown was elected Vice President, S. B. Patrick, Secretary. The following committees were then appointed—On Resolutions, Professors A. G. Brown and C. J. DeMerritt; on Questions, D. K. Zumwalt, H. H. W. Boggan and D. Ross; on Music, Geo. E. Dean and D. K. Zumwalt. Prof. C. J. DeMerritt appointed critic. Moved and seconded that a special invitation be extended to all those who have attended the Musical Rehearsals—carried. The following programme was announced for Wednesday: First, discussion on the Order and Arrangement of the School-room; second, discussion on Methods of Teaching Orthography. Adjourned to meet at 9 o'clock, A.M., Wednesday.

SECOND DAY.

MORNING SESSION.

Institute called to order by Supt. S. G. Creighton. Singing by the Institute. Prayer by Rev. N. Burton. Minutes of Tuesday's proceedings read, amended and approved. On motion, a committee of three were chosen to adopt a programme for the session, said committee consisting of Professors Brown and Creighton, and Mrs. Belle Boyer. Discussion on the Order and Arrangement of the School-room, opened by Prof. Brown, followed by Snell, Dean, Zumwalt, Howell, Burton and Professor Creighton. Recess of ten minutes. Institute called to order by chairman. Discussion renewed by Professors Brown and Creighton. Institute adjourned to 1.30 P.M.

AFTERNOON SESSION.

Institute called to order by Supt. S. G. Creighton. Discussion on Methods of Teaching Orthography, opened by Snell, followed by Dean, Creighton, Brown, Ross, Zumwalt and Alsanson. The following programme was announced for Thursday: First, discussion on Methods of Teaching Reading; second, discussion on Methods of Teaching Penmanship. Adjourned to meet at 7.30 P.M.

EVENING SESSION.

Institute called to order by Vice President Brown. Music by

the choir. Prayer by the Rev. N. Burton. Rev. C. C. Snell was then introduced, and delivered a very interesting lecture, subject: What are the Objects of an Education, and what is necessary to Success in Teaching? Adjourned to meet at 9 o'clock, A. M., Thursday. The following delegates were enrolled during the day: Geo. E. Dean, of Kaweah District, Miss Georgiana Irwin, of Grove District, Mrs. Belle Boyer, of Visalia District, Rev. N. Burton, not teaching, Miss Mary Martin, of Fresno county, Rev. J. M. Alsanson, not teaching, Dr. C. H. Smith, not teaching.

THIRD DAY.

MORNING SESSION.

Institute called to order by Supt. S. G. Creighton. Singing by the Institute. Prayer by Rev. T. K. Howell. Minutes of Wednesday's proceedings read, amended and approved. Miss Georgiana Irwin appointed critic for the day. Critic's report read. The following programme was announced: Thursday afternoon session, discussions on Methods of teaching Grammar and Composition; Friday, morning session, discussion on Arithmetic; afternoon session, first, discussion on the Course of Study adopted by the State Board of Education; second, Reports of Committees. Discussion on Methods of Teaching Reading taken up and opened by Rev. C. C. Snell, followed by Brown, Edwards and Zumwalt. Recess of ten minutes. Institute called to order by Vice President Brown. Discussion on Methods of Teaching Penmanship, opened by Prof. Creighton, followed by Brown, Edwards and Dean. Adjourned to 1.30 P.M.

AFTERNOON SESSION.

Institute called to order by Supt. S. G. Creighton. Discussion on Methods of Teaching Grammar and Composition, opened by H. H. W. Boggan, followed by Snell and Brown. Recess of ten minutes. Discussion resumed by Ross, Creighton, Baker, Stephenson and Dean. Adjourned to meet at 7.30 P. M.

EVENING SESSION.

Institute called to order by Supt. S. G. Creighton. Music by the choir. Prayer by Rev. T. K. Howell. Music by the choir. Essay by Mr. Vital E. Bangs, subject: Trials of the Teacher. Music by the choir. Address by the Rev. T. K. Howell, subject: The future state of Education in the United States. Music by the choir. Essay by Mrs. Emily Hunsaker, subject: Rewards of the Teacher. Music by the choir. Adjourned to meet at 9 o'clock, A.M., Friday.

The following delegates were enrolled during the day: Rev. Jno. Edwards, not teaching, Mr. Sands Baker, not teaching, George Hunsaker, of Pleasant Grove District, Mrs. Emily Hunsaker, of Harmony District, Vital E. Bangs, of Fitzgerald District, Dr. Stephenson, not teaching.

FOURTH DAY.

MORNING SESSION.

Institute called to order by Supt. S. G. Creighton. Singing by the Institute. Prayer by Supt. Creighton. Minutes of Thursday's proceedings read, amended and approved. Mr. Geo. E. Dean appointed critic for the day. Critic's report read. Discussion on Methods of Teaching Arithmetic, opened by Mr. D. Jameson, followed by Ross, Brown, Snell, Howell, Creighton and Dean. Adjourned to meet at 1.30 P.M.

AFTERNOON SESSION.

Institute called to order by Supt. S. G. Creighton. Music by choir. Discussion on the Course of Study adopted by the State Board of Education, opened by Mr. Ross, followed by Jameson, Snell, Brown, Dean, Creighton and Zumwalt.

The Committee on Resolutions recommended the adoption of the following, to-wit:

Resolved, That the Trustees of the several School Districts be requested, with as little delay as practicable, to supply the Schools respectively with a full outfit of the maps, charts and other apparatus prescribed by the ordinances of the State Board of Education; and in all future cases of expenditure for building and furnishing schools, to adopt the most approved plans which experience has hitherto devised.

Resolved, That the thanks of the Institute are hereby tendered to the Superintendent for the ability and success with which he has directed the proceedings of this annual meeting, and the general courtesy and fidelity with which he has discharged his official duties.

Resolved, That the thanks of the Institute are hereby tendered to those persons who have so kindly furnished music to enliven and cheer the exercises of the Institute.

Resolved, That the thanks of the Institute are hereby tendered to Mr. Snell, Mr. Bangs, Prof. Howell and Mrs. Hunsaker for the able and thorough manner in which they treated the interesting and instructive subjects they presented, and ask them to be kind enough to furnish manuscripts of those productions for publication in the TEACHER.

Resolved, That the Secretary be directed to send a report of the proceedings of the Institute, previously approved by the Superintendent, for publication to the office of the CALIFORNIA TEACHER.

Institute adjourned to meet November 21st, 1871.

S. B. PATRICK, Secretary.

ORAL TEACHING OF GEOGRAPHY.—LATITUDE AND LONGITUDE.

BY BERNHARD MARKS.

Do you feel like experimenting? If you do, go into a class that has *gone through* a geography *thoroughly*, and ask questions concerning the latitude and longitude of well known cities. You will be amazed at the wildness of the answers your questions will elicit. And yet there is no doubt that these same pupils gave very promptly the latitude and longitude of each principal city in the course of their regular lessons. Then why the barrenness of the results? Simply and only because in each case there was nothing

but an act of the local memory, which act temporarily related certain numbers with a certain name. As there was no natural or other relation whatever between the two numbers themselves and none whatever between either number and the name, the pupil, if of good mind, would naturally forget the factitious combination.

If there had been any effort of the philosophic memory, if there had been any *real* relation of *any* nature, then indeed would the memory have clung to some part of the subject.

The first error lies in teaching latitude and longitude *together*. They should be treated *separately*. There is no relation whatever between them. They are farther apart than a divorced man and his former wife; to teach them together is taking altogether too much *latitude* while teaching *longitude*.

The second error is in teaching the mathematical position of too many cities *accurately*. It is a reflection upon a man's common sense to expect him to remember the exact latitude and longitude of many of the principal cities of the world. If you ask any man, *not* a German, the *exact* latitude and longitue of Berlin, and he answer correctly in degrees, minutes and seconds, if he is a small man, you may, with a clear conscience, call him a fool; if he is a big man, I would advise you to turn away from him in disgust. I have nothing to say about *professional* geographers, but while no *general* scholar ought to be expected to know *accurately* the latitude and longitude of *many* cities, he ought to be able to *guess* at the latitude and longitude of *any* city, *approximately*, by knowing the exact mathematical location of a *few* principal points. Thus, if the pupil knows what every American child ought to know, that the southern extremity of Florida is 30 deg. north latitude, he cannot go very far wrong, from what he knows of the conformation of Gulf Coast, in guessing at the latitude of New Orleans.

But the teaching of these subjects separately, and each as a whole, furnishes many interesting points that are otherwise lost sight of. Let the class have their atlases out and open at the map of the world. Construct, or lead the class to construct a table of latitudes similar to the one appended. It is interesting to note that Quito is on the Equator; that Aspinwall and Mexico come within one each of being just 10 and 20 deg. north; that Havana is on the Tropic of Cancer; that the southern extremity of Florida happens to be at that convenient number, 25. There is something in the gradation of numbers from 30 to 60 that renders them easy to remember. It is interesting to note that the Egyptian city of Cairo is on the same parallel as our New Orleans; that San Francisco and Richmond are similarly situated; also New York, Madrid and Constantinople, and still others. What can appeal more strongly to the memory than the fact that Paris, in sunny France, is on the same parallel as the northerly bounds of our cold Washington Territory; and St. Petersburgh,

a city full of all the refinements of civilization, nearly as far *north* of New York as Mexico is south of it.

It is the same with the table of longitudes. In this specimen table, I have taken Greenwich to be on the prime meridian for the Eastern Hemisphere; but for the Western, I have selected Washington. The longitude of Washington being given as reckoned from Greenwich, it becomes easy to convert the two systems of longitude into each other.

TABLE OF LATITUDES.

60.....St. Petersburgh.....Christiana.....
56 .....Edinburg.....
52.....London.....
49.....Northern boundary Washington Territory.....Paris..
47½....Northern extremity of New England.....
42½....Northern boundary California..... Boston.....Rome
41 .....New York.....Madrid.....Constantinople.....
40.....Columbus.....Philadelphia.....Pekin.....
39.....Washington.....
37½....San Francisco.....Richmond.....
36 .....Nashville.....
34.....Columbia.....
32.....Savannah.....Morocco.....
30.....New Orleans.....
25.....Southern extremity Florida.....
23½....Havana.....
19.....Mexico.....
9.....Aspinwall.....
0.....Quito.....

TABLE OF LONGITUDES.

150.....Sydney.....
140..... Jeddo.....
120.....Shanghai.....

13.....Berlin.....
12½....Rome.....
8.....Frankfort.....
4.....Hague.....Brussels.....
2.....Paris.....
0.....Greenwich.....
5m....London.....
8.....Morocco.....
35.....Eastern extremity South America.....

10 .....Eastport.....
6.....Boston.....Santiago.....
3.....New York.....
2.....Philadelphia.....
0=77.Washington.....
½.....Richmond.....
1.....Quito.....
1½....Raleigh.....
3.....Aspinwall.....
4.....Columbus.....Savannah.....
7½....Cincinnati.....
10½....Chicago.....
13 .....New Orleans.....
45½....San Francisco.....

REVIEW OF NORMAL TRACT ON FRACTIONS.

Before I commence my consideration of the Normal Tract, I desire to notice a few statements that appeared in the last issue of the TEACHER. I do this for the purpose of showing the consistency of Mr. Marks' logic. He says: "Warren Colburn's teaching was pure induction. Greenleaf is purely deductive." In the next sentence he says: "He resorts to induction barely enough to deduce the principles he makes use of." (The grammar is his own.) First, Mr. Greenleaf is purely deductive; secondly, he does resort to enough of induction to deduce the principles which he makes use of. Will Mr. Marks tell us what the previous induction established if the subsequent deduction established the principles which Mr. Greenleaf used? Mr. Marks says: "A class taught by Mr. Colburn could not work with one taught by Mr. Greenleaf. But the class taught by Mr. C. would have the advantage, however, because it would have a solid inductive foundation upon which to rear Mr. G.'s deductive superstructure." Now, mark: Mr. Greenleaf does resort to enough of induction to deduce all the principles of Arithmetic which he desires to use, and yet these pupils could not work with Mr. C's class! Our inductive philosophers tell us that all *principles* are inductive generalizations. Mr. Marks gets inductions enough to deduce principles. This kind of befogged incoherence is in perfect keeping with Normal Tract Philosophy. With regard to Mr. Greenleaf's being purely deductive, the revised editions of *all* Mr. Greenleaf's Arithmetics are on the so-called inductive method. The word induction cannot be found in any book that Dana P. Colburn ever made. In his Common School Arithmetic, his method is precisely this: definition, illustration, explanation. Instead of rules he uses equations and algebraic formulas.

When Mr. Marks makes reference to any work for my benefit, I desire the edition, page, article.

We now come to that portion of the Normal Tract which the teachers of California look to Mr. Marks to establish beyond question. The author says: "B's class might solve it thus: dividing both terms of a fraction by the same number does not alter its value, dividing by 3 etc., and this, which is called the deductive method, must be satisfactory." Now, since Mr. Marks acknowledges that the solution is according to a certain method, and since he accepts the method, it is supposed that he understand the rules, with all their restrictions and licenses, by which that method is governed. From the vaunted display of capitalized words in the so-called essay, and the methods there recomended to be carried out by the teacher, the least that we could expect to find in a work of such pretensions, and emblazoned with so many logical and metaphysical terms, was, the nature, ground and rules for sound deductive and legitimate inductive method; and the *criteria* by which we can judge one process to

be legitimate deduction, the other false deduction, another to be legitimate induction or false induction. Mark: I do not say that young pupils should be taught this; but I do say that a text-book, prefaced with an essay containing a colligation of assertions that it proceeds according to certain methods, should contain a clear and unmistakable explanation of the nature and ground of the procedures. I desire now to quote a passage or two from page second of the essay: "During the inductive stage, the unit only is the object of perception and conception!!" What does this sentence mean? Has it any meaning; psychological, metaphysical, logical or mathematical? Take your Webster Unabridged and select any of the many definitions there given of these two comprehensively generic terms; ponder, reflect and apply; look at a fraction composed of two numbers bearing a certain relation to each other, and each dependent on the other for its very existence; ponder, reflect; take down your best metaphysical, psychological and logical works—Hamilton, Porter, Mill—wade through the endless disputes among philosophers concerning the meaning of these two words and their application; join either sect of philosophers, adopt their doctrine, and accept their interpretation of the two words, then return to the above sentence in the Normal Tract and tell me, if you can what that sentence means? We might make a dozen suppositions as to the meaning of the first word, or either word, as used in this sentence; but, on applying the supposed meaning, they all lead to absurdities. Among the probable suppositions we might take the question: Does he mean internal or external perception? If he mean internal, then this would only apply to mental questions, as such; if he mean external perception, then his induction could only apply to visual operations. He cannot mean inductive perception, for intuitive perception gives us no knowledge of a generalized fact, as such; and if he mean an acquired perception, to what species of this genus shall we refer it? I say that the sentence as used in the Normal Tract, conveys no definite meaning of any thing. I have given a few illustrations of the vague way in which the word perception is used, and the great difficulty in apprehending its precise meaning; the same difficulty attends the use of the word, conception, and no author who desires to be perfectly understood will use either of them, unless they are accompanied with defining words. Mr. Marks says: "Inductive reasoning always precedes deductive reasoning." Logicians tell us that "a partial truth is, many times, the source of the greatest errors." The above quotation contains a partial truth, viz: that in what are called the physical sciences, induction precedes deduction; but so far as this *always* being the case, it is by far the contrary. If Mr. Marks can stand up before the tide of *a priori* philosophers and say that the basis of all deductive reasoning the product of inductive reasoning, and substantiate it by sound argument, then his *apotheosis* is certain. There is but one modern

and no ancient philosopher who attempts any such argument; and he, having defined logic to suit his own peculiar notions, and having resolved deduction into induction, and defined induction to suit any act or process of thought, endeavors to make the human mind an inductive machine dependent on experience alone.

Will Mr. Marks tell us upon what grounds we proceed, in the inductive method, from the known to the unknown? If I had no other object in view in this article but simple controversy, I would take the advantage which legitimate controversy allows me, and would deny that the one relation is according to legitimate deductive, or the other according to legitimate inductive method. But this is far from my motives. For sometime past, Mr. Marks has assumed the air of an arithmetical Judge Advocate at our Teachers' Institutes, in and out of San Francisco, and lately has published an amplification of his ideas on that subject. Now, if that amplification can stand the test of "intelligent criticism," it will become the more widely known and better understood than before. Our high court of appeals, to which we must look for a just decision, is the intelligent teachers of our state. Now, I shall proceed to consider the legitimacy of Mr. Marks' deductive solution, and first: What is *method*? Method, in reference to science, denotes a procedure in the treatment of a notion or question which we have under consideration, according to determinate rules. Now, if this is a deductive solution, it must have been ordered according to the determinate rules which govern that process. We cannot proceed a single step in the subject of arithmetic without recognizing two kinds of ratio—arithmetical, so-called, and geometrical, so-called. The one showing how much greater, the other how many times greater. Annihilate these primitive notions, these indispensable and necessary conditions which the mind attributes to numbers, and the whole subject must cease to be. How much greater is 1 than 2, how many times greater than 1 is 2? How many units make a ten, how does our numeration scale proceed? These notions are indispensable from the first lesson upward. Now, every fraction expresses the ratio of two numbers with respect to the how many times. Now, as all systems of classified truth must have some axiom, upon which it ultimately rests, and from which there is no appeal, to what axiom shall we refer the so-called geometrical ratio? By a single act of the mind, or a simple judgment, we come to the knowledge of the fact that ratio does not depend upon the magnitude of *two* numbers. Then it is purely an intuitive fact, that ratio does not depend upon the magnitude of two numbers. Then let us form this intuition into an axiom, thus: "equimultiples of any two numbers have the same ratio as the numbers themselves." Equimultiples of two numbers are the products which arise from multiplying each by the same quantity. Now, let us apply this axiom to the solution of $\frac{15}{3}$. Let us multiply both terms by $\frac{1}{3}$, and we have $\frac{5}{1}$. We see that 1 bears

the same ratio to 5 that 3 does to 15. Is this a deduction according to determinate rules? Is there any new truth discovered that was not fully embodied in the axiom, and directly apprehended to be true? If we directly apprehend the truthfulness and universality of the axiom, then we cannot think it to be a restricted or special truth; an axiom is a pre-vision, a seeing beforehand. It tells us at what times, in what places and under what circumstances certain invariable results may be found. It tells us if we do certain things certain invariable results will follow. If, then, the mind apprehends the truth at once, suggested by the axiom, without any formal procedure according to determinate rules, or concatenated syllogism, then there is no deduction. The fact that we can multiply, or divide, both terms of a fraction by the same number without altering its value, is a simple embodiment of the axiom. There is no deductive inference from previous preparations, which is absolutely necessary in order to draw a legitimate deduction. Deduction is said to be that process which conducts our minds from something that we do know, to something that we do not immediately know, with convincing force.

The deductive method is confined to a form of inference; and the syllogism is, properly, that form. When there is a proposition which is not intuitively manifest, and the truth of which is not at once obvious, we apply the deductive formula, in which several judgments stand in the relation of determined and determing. And now we must determine whether this has been legitimately done. As Mr. Marks has simply made the assertion that it is deductive, without giving a shadow of reason, I am at a loss to know what he took as his major premise; but I am certain that whatever he has or may take, that the analysis of his syllogism will show, in its ultimate appeal, the axiom which I have quoted.

If, then, the axiom above is a universal truth, the $\frac{15}{3}$ cannot be an exception to its universality. Just at this point, I apprehend, lies the fallacy, which has deceived so many of the minor arithmeticians. They have attempted to infer a particular proposition from a universal proposition. To say that equimultiples of two numbers have the same ratio as the numbers themselves, and then say 15 and 3 are those numbers, therefore, etc., and call it a deduction, is the utmost folly and nonsense. There is no new truth established, the fact asserted in the conclusion is the self-same fact asserted in the premise. That only deserves the name of deduction, which sets out with known truths and arrives at new truths not immediately apprehended. Now, let us turn our attention to the third solution, the so-called inductive. A self-evident truth is not an inductive truth. Intuitive knowledge is not inductive knowledge. It is a self-evident truth that "the whole is equal to the sum of all the parts, and the sum of all the parts equal the whole." It is

equally self-evident that 15 times the sum of all the parts must be equal to 15 times the whole; and equally easily is it apprehended by the same mind, that 15 times the third of a whole can only be equal to a third of as many wholes. When Mr. Marks shall have come forth and defined the nature and grounds of inductive method, and established the legitimacy of this solution in strict accordance with the determinate rules that govern that method, then we shall be able to judge better of its correctness.

The denominator, in fractions, from the very nature of their formation, determines the number of parts that constitutes a whole, and it requires no inductive inference to establish the fact or extend the generality of the truth that the value of every fraction must be equal to its numerator divided by its denominator. It is a simple judgment, the truth of which the mind intuitively apprehends. The fact of these being a part, involves the necessity of there being another part or parts, which one part, or which several parts, are the complements of the first. The foregone reduction to thirds correlates the reverse operation. The mind could not think otherwise; it is *discerned* at once, there is no inference according to determinate rules. Now, let us examine these solutions and determine, if we can, in what respect they differ, and upon what fundamental principle they depend. The object in view is to reduce from a lower to a higher denomination. This is always effected by dividing the given units by as many units of that denomination as it requires to make one of the next higher; and in fractions this always must be the denominator, or the denominator always expresses that number of units.

If, then, a previous reduction always determines the number of constituent parts that makes up a constituted whole, what is the use of resorting to syllogistic methods? Logicians tell us that an individual fact is fully explained by stating clearly the manner of its production or causation. $\frac{15}{3}$ could only have been produced by changing the units to thirds. The denominator shows at once to what extent that reduction has been carried. Then the three solutions agree in this, that they commence with the denomination of thirds, and pass to wholes. Do they travel the same road or different roads? Do these solutions each depend on separate fundamental principles, or is each dependent on one and the same truth? The first and second depend on the axiom, "the whole is equal to the sum of all its parts." The second depends on the axiom of equimultiples. The mechanical work to be performed is the same, except in the second, a factor is rejected in the dividend and divisor.

Now we see the distinction upon which Mr. Marks bases a theory, a deduction and an induction. I think it would have been well if he had turned to a page in his extensive logic, and read a little about the law of parcimony.

Mr. Marks says: "The whole subject of arithmetic should be *exhausted* by the inductive method." When this injunction first

appeared in the Normal Tract, it aroused my suspicions that its author had but a faint conception of what that process of thought accomplishes. His late reassertion of it, and his reference to the Messrs. Colburn, confirm, fully, my former suspicions. Warren Colburn published, A.D. 1826, a Sequel to his Intellectual Arithmetic. The author's own words are: "This Sequel consists of two parts; the first contains a course of examples for the illustration and application of principles; the second contains a development of the principles." He also says when the principle is understood, the rules, which are printed in italics, should be committed to memory—preface, page 4, Ed. 1826. This sounds a good deal like exhausting the subject inductively, according to Normal Tract doctrine. In Dana P. Colburn's C. S. Arithmetic, there are no pretentious assertions as to methods. These are his simple words: "The work, in its plan and arrangement, is entirely my own, and for its defects I alone must be held responsible."—Preface, page 8, Ed. 1855. At the bottom of page 5, he says that he explains square and cube roots by means o Algebra. So far as E. E. White is concerned, I shall have ample opportunity to refer to that in my consideration of Normal Tract Proper.

WM. W. HOLDER.

(To be continued.)

NOTE.—I desire to correct a single word on page 280 of the TEACHER. The question, "What is the difference between adding ⅓ to itself fifteen times," etc., should be *fourteen* times. W. W. H.

EDUCATIONAL MATTERS IN LOS ANGELES COUNTY.

There are 29 school districts in the county, requiring 39 teachers. At the present writing 28 only are employed. Between the ages of 5 and 15, there are in the county, 2,368 white boys, 18 colored boys and 37 Indian boys under white guardianship. There are 2,240 white girls, 15 colored girls, and 31 Indian girls under white guardianship. Total, 4,709 children drawing public money, and entitled consequently to school privileges. The average number of months taught in each district during the past year was 7½. The schools are as follows:

Alameda, 2d grade, 66 children, no teacher, salary $70; school open 7¼ months past year.

Anaheim has two schools, 204 children. First grade taught by Mr. Ginn, holding State Educational Diploma, salary $90; second grade taught by Miss Swift, holding 2d grade County Certificate, salary $60; school open nine months past year.

Asuza, 2d grade, 98 children, taught by Mr. McFadden, holding 2d grade County Certificate, salary $80; school open eight months past year.

Ballona, 2d grade, 110 children, taught by Mr. Staley, holding 1st grade County Certificate, salary $80; school open eight months past year.

Bogdale, 2d grade, 84 children, taught by Mr. Stoops, holding 2d grade County Certificate, salary $70; school open eight months past year.

Brooklyn, 2d grade, 56 children, no teacher, salary $70; school open two months past year.

El Monte has two schools; 172 children. Second grade taught by Mr. Curragh, holding 1st grade State Certificate, salary $90; 3d grade taught by Miss Bent, holding 2d grade County Certificate, salary $60; school open seven months past year.

Fairview, 2d grade, 56 children, no teacher, salary $70; new district.

Green Meadows has two schools; one 2d grade and one 3d grade, salaries $60; no teachers, schools open ten months past year.

La Puente, 2d grade, 130 children, no teacher, salary $75; school open three months last year.

Los Angeles has eight schools, 1,604 children; first grade taught by Dr. Rose, holding State Life Diploma, salary $150; first grade taught by Miss Hoyt, holding 1st grade State Certificate, salary $100; 2d grade taught by Miss McArthur, holding 1st grade State certificate, salary $100; 2d grade taught by Mr. Dubois, holding 1st grade State Certificate, salary $80; 2d grade taught by Miss Bengough, holding 1st grade County Certificate, salary $80; 3d grade taught by Miss Madegan, holding 2d grade County Certificate, salary $80; 3d grade taught by Miss Scott, holding 2d grade County Certificate, salary $80; 3d grade, colored, taught by Miss Gower, holding 2d grade County Certificate, salary $60: schools open ten months past year.

Los Nietos, 2d grade, 149 children, taught by Mr. Reavis, holding 1st grade County Certificate, salary $70; school open nine months past year.

Maizeland, 2d grade, 82 children, taught by Mr. Cramer, holding 1st grade County Certificate, salary $75; school open nine months past year.

New River, 2d grade, 58 children, no teacher, salary $75; school open six months past year.

Old Mission, 2d grade school, 148 children, taught by Mr. Messenger, (probationary), salary $70; school open ten months past year.

Palomares, 3d grade, 71 children, taught by B. B. Eskridge, holding 1st grade County Certificate, salary $60.

Santa Ana, 2d grade, 284 children, taught by Mr. McFadden, (County Superintendent,) holding State Educational Diploma, salary $100; school open ten months past year.

San Antonio, 2d grade, 107 children, taught by Mr. Tonner, holding 2d grade County Certificate, salary $80; school open ten months past year.

San Fernando, 2d grade, 75 children, no teacher, salary $70; school open four months past year.

San Gabriel, 2d grade, 141 children, taught by Mrs. Loop, holding 1st grade County Certificate, salary $70; school open ten months past year.

San Jose, 2d grade, 89 children, Mr. Ellis teacher, holding 2d grade County Certificate, salary $70; school open eight months past year.

San Juan, 2d grade, 183 children, taught by Mr. Crowell, holding 2d grade County Certificate, salary $60; school open ten months past year.

San Pedro, 2d grade, 88 children, no teacher, salary $60; no school past year.

Silver, 2d grade, 60 children, taught by Mr. Geiss, holding, 1st grade State Certificate, salary $70; school open 3¼ months past year.

Soledad, 2d grade, 107 children, taught by Mr. Curtis, holding 2d grade County Certificate, salary $70; school open five months past year.

Spring, 3d grade, 41 children, no teacher, salary $60; school open five months past year.

Wilmington, 2d grade, 134 children, taught by Mr. Buckman holding 1st grade State Certificate, salary $100; school open eight months past year.

It will be seen that eleven schools in the county pay $60 salary, eleven pay $70, three pay $75, seven pay $80, two pay $90, four pay $100, and one pays $150. This gives an average of about $75 per month for teachers of the county.

Assuming an average attendance of 50 pupils at each school, it is a lamentable showing that only 41 per cent. of our children entitled to school privileges avail themselves of the facilities offered.

T. H. R.

EVIDENCE OF THE ACT OF STUDYING.

BY BERNHARD MARKS.

While many teachers acknowledge that looking *on* the book is no evidence of study, too many teachers are ready to consider looking *off* the book as an evidence of not studying. Teachers who are sufficiently observant to note their own processes of thought, know that they can clarify and intensify a mental impression by looking off the page. Admitting that a child is more likely to be in the act of studying while looking *on* the page than when looking off, ought we not to exercise great discrimination in finding fault with children for looking off their books? I am afraid that not enough teachers are impressed with the fact that a steadfast gaze of fifteen minutes at an object so near as a page on the desk is highly injurious to the eyes. A writer in the "Christian Union" considers this close and continued attention to the printed page as a cultivation of blindness, and gives cer-

tain statistics to prove it. Dr. Cohn, of Breslau, examined personally the eyes of over six thousand children, and found that in the village schools 5.2 per cent. of the children had their vision impaired. In the city elementary schools, where the study is harder and more regular, 14.7 per cent. In the intermediate schools, 19.2; higher girls' schools, 21.9; real schools, 24.1; gymnasia, 31.7; the University of Breslau, 68.

Besides the six thousand examined personally by Dr. Cohn, he had four thousand more examined in the same city by other and competent physicians; so that we may consider the above results as having a pretty broad foundation of data. Dr. Williams says in the "Atlantic," "If the eyes are too steadily kept on the book the perceptive power seems to occupy itself with the visible objects to an extent which is unfavorable to other mental processes. The injury to the eyes proceeding from their close application during thoughtful study, Dr. Williams attributes to their efforts to assume two positions at once—the position of sight and the position of thought. He considers it questionable if our system of education, augmenting as it does the frequency and degree of near-sightedness, is an advance in civilization. It would be better, he says, to go back to the oral teaching of the schools of Athens, than to go on, creating one favorite type of educated men and women at the expense of their own and their children's eyesight. There is little difference of opinion upon this point between enlightened physicians and skillful teachers.

ANOTHER SOLUTION.

BODEGA CORNERS, February 9, 1871.

EDITORS CALIFORNIA TEACHER:—It may be interesting to some of your readers to see a demonstration, by a very simple geometric process, of the erroneousness of the solution offered by a correspondent in the December number of the TEACHER to the following problem—as well as a true solution:

PROBLEM.—Required the maximum cylinder inscribable in a right cone cut perpendicularly to its axis.

Your correspondent directs to take the upper point of trisection of the side of the cone. He appears to fail of perceiving that an equal cylinder is inscribable from the other point of trisection; but these are not maxima cylinders. This problem is obviously reducible to the following:

Required the maximum rectangle inscribable in an isosceles triangle.

Again, since the perpendicular from the vertex of an isosceles triangle divides the triangle into two equal right-angled triangles, and bisects all inscribed rectangles, the problem may be further simplified by limiting the attention to half of the isosceles triangle, and the problem is reduced to the following:

Required the maximum rectangle inscribable in a right-angled triangle. The demonstration involves the following principles: "Similar triangles are to each other in the duplicate ratio of their homologous sides."

Let a, b, c be a triangle* with the angle at b right.
Bisect $a\ c$ in d.
Draw $d\ e$ parallel to $a\ b$, and $d\ f$ parallel to $c\ b$.
Let g be the point of trisection of $a\ c$, making $c\ g = \frac{1}{3}\ c\ a$.
Draw $g\ h$ parallel to $a\ b$, and $g\ k$ parallel to $c\ b$.
By principle and construction:
Triangle $a\ b\ c$: triangle $d\ e\ c$: : $a\ c^2$: $d\ c^2$: : 4 : 1.
Therefore triangle $d\ e\ c = \frac{1}{4}\ a\ b\ c$.
Similarly, triangle $a\ f\ d = \frac{1}{4}\ a\ b\ c$.
Therefore rectangle $b\ f = \frac{1}{2}$ triangle $a\ b\ c$.
Triangle $a\ b\ c$: triangle $g\ h\ c$: : $a\ c^2$: $g\ c^2$: : 9 : 1.
(By principle and construction.)
Therefore triangle $g\ h\ c = \frac{1}{9}$ triangle $a\ b\ c$.
Similarly, triangle $a\ b\ c$: triangle $a\ k\ g$: : $a\ c^2$: $a\ g^2$: : 9 : 4.
Therefore triangle $a\ k\ g = \frac{4}{9}\ a\ b\ c$.
Therefore rectangle $b\ g = (\frac{9}{9} - \frac{4}{9} - \frac{1}{9} =) \frac{4}{9}$ triangle $a\ b\ c$.
But rectangle $b\ d = \frac{1}{2}$ triangle $a\ b\ c$.
Therefore rectangle $b\ d$ = rectangle $b\ g + \frac{1}{18}$ triangle $a\ b\ c$.

Similarly it can be demonstrated that rectangle $b\ d$ is greater than any other rectangle inscribed from any other point of equal subdivisions of $a\ c$; and the more unequal the subdivisions the greater will be the excess. Therefore the maximum rectangle is inscribed by bisecting the side of the triangle, and consequently the maximum cylinder by bisecting the side of the cone. The supposition of the *general* proof of this question, independent of any equal subdivision of the side is exceedingly pretty, and shall be furnished with pleasure for next TEACHER, should you so desire.

THOMAS BIGGS.

LETTER FROM WASHINGTON CITY ON THE KINDER-GARTEN.

Washington, January 20, 1871.

Gentlemen:—I have just been looking over the January number of the TEACHER, and have been struck by the admirable article called "Our Vocation;" whose signature, W., as well as its sentiment and thought, suggests the author to be the talented and earnest German lady, who is teaching a *kinder-garten* at Oakland; and who is capable of training teachers in Froebel's art and science of primary education. In founding your school system of California, it is of the greatest moment to have the primary education *perfect*, for it will be felt all the way up to the University. The kinder-garten aims to make the child a self-educator from the first, not by throwing him off upon his own

*The reader can construct and letter off the figure for himself.

resources, as it is sometimes suggested, but by sympathy and suggestions, helping him to *find* his own resources; but *he can never do without help*, because God intends that man shall be *cultivated* by fellow-man from the cradle to the meridian of life—when equal inter-communion with his brethren, will give him co-sovereignty with them over nature.

Now, a true kinder-garten is the primary social, or moral school, and the primary art school as well; not only keeping the head diligently, but sharpening the senses and the cunning of the fingers, by directing the activities to the production of palpable effects, which prepare the scientific mind to analyze the works of God *victoriously*. Would it not be possible for you to print, in your CALIFORNIA TEACHER, the paper on kinder-garten culture, p. 354-9, by dividing it into three or four parts? This paper terminates in an appeal for a training school for kinder-garteners in Washington; and it is quite likely that this may be founded within a year, with a model kinder-garten, where the normal pupils can be taught the *practice* of the theory; for Froebel's kinder-garten is a practice founded on the most profound analysis of child-nature. The teacher of this normal class of kinder-garten will be a German lady who has taught it in England; and will leave a flourishing school on the other side of the Atlantic to initiate genuine kinder-garten in the country, where, every man being of the *governing class*, needs an education as great as that received by the governing classes in Europe, but on a broader foundation, that is *sound morality* and *humane disposition*.

In Boston, and soon it will be in New York City, is at present the only training school for kinder-garteners, kept by an adept and expert in Froebel's method, also American-Germans trained in the best normal school in Europe. And now with Mrs. Weddegen in California, we may have this penetrating and profound method of education started in the far West as well as the North and South. A year or two of experimenting with kinder-garten will show the vast economy of having our primary scholars thus prepared, before they are seven years old, for instruction in reading, writing, science, etc. E. P. P.

REPLY TO THE SECOND PART OF MR. HOLDER'S REVIEW.—Please re-read my reply to the *first* part of Mr. Holder's Review.

BERNHARD MARKS.

Department of Public Instruction.

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Science of Common Things, (Wells.)
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Jarvis' Physiology and Laws of Health
Home Encyclopedia of Useful Arts,
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Dio Lewis' Manual of Calisthenics,
Emerson's School and School-master,
Fowle's Teacher's Institutes,
Common School Geography,(Guyott,) (Teachers' Edition.)
Works of Horace Mann,
Herbert Spencer on Education,
Jewell's School Government,
Kinder-Garten Guide,
Figuer's Insect World,
" Birds and Reptiles,
" Mammalia,
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Other Worlds than Ours, (Proctor.)
Plain Educational Talk, (Raub.)
In the School Room, (Hart.)
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Wedgewood on the Origin of Language,
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BIOGRAPHY.

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Among the Squirrels,
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Chambers' Encyclopedia of Universal Knowledge,
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Illustrated Library of Wonders,
Travels in Central America, (Morelet.)
Life and Nature Under the Tropics, (Myers.)
Lubbock's Origin of Civilization, and Primitive Condition of Man,
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Lippincott's Dictionary of Biography, 2 Vols., 8vo.
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Lippincott's Gazetteer of the World,
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Brace's New West,
Chambers' Miscellaneous Questions,
Nick of the Woods,
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" M. E. Roberts,
" Carrie McEwen,
Mrs. Sallie Saunders,
Miss Louise Knowlton,
" Lillie Graham,
" F. A. Covert,
" Carrie Vincent,
Mrs. Kate Russell,
Mrs. Mary Littlefield,
Miss Mary H. Condon.
" M. Irene Doyle,
" Ella Cornell,
" Julia Doran,
" Angeline A. Wilder,

Names of parties holding SECOND GRADE STATE CERTIFICATES:

E. F. Preston,
Miss C. A. Ogilvie,
Robert C. Grierson,
Mrs. Ella H. R. Crowell,
Mrs. Mary Rene,
Mrs. E. L. Knowlton,
D. W. Jenks,
Bartlett Weston,
Mrs. Elvira Wickliff,
Mrs. N. W. Underwood,
Miss S. A. Simonton,
" R. Spencer,
Volney S. Staley,
Miss Annie Eames,
" Agnes Hicklen,
Pat. Troy,
Miss Sophie B. Perry,
" Hattie G. Clark,
" Mary S. Eames,
" Eliza Ayers,
Mrs. Emily Foster,
" Henrietta Featherly,
Miss Agatha Bunan,
" M. McLean,
" A. C. Holmes,
" N. H. Galusha,
Mrs. Fannie Holmes,
P. A. Hudson,
Miss Pauline Longstater,
" Maggie Miller,
Mrs. S. J. Cooper,
Miss Mary Harrington,
" Annie Hayes,
" Hettie Perkins,
" Marion Rowell,
" L. B. Cary,
" Mary J. Hamilton,
" M. E. Caldwell,
" A. Floye,
" J. P. Taylor,
" O. G. Parker,
" Kate E. Gorman,
" S. E. Royce,
" Jalia Heney,
" Martha A. Weeks,
" A. W. Laster,
" Sewell Knapp,
A. E. Heywood,
Alexander Stewart,
Miss Mary Fellows,
" M. A. Buffum,
" Annie A. Hopkins,
" Elmira Swetland,
" Jennie Johnston,

Miss E. M. LaGrange,
" Jennie Cox,
" C. A. S. Loag,
" Lizzie Brodie,
" Isabella Caruthers,
" Deborah W. Hardin,
James E. Clark,
Miss L. M. Caruthers,
" Isabella A. Murphy,
" A. A. Garlan,
Ralph S. Smith,
Miss Jennie Yates,
" Annie J. Gunn,
" Clara A. Adams,
" Kate R. O'Leary,
" Georgie Stackpole,
William Kermode,
Miss A. M. Stockton,
" I. T. Glennon,
" S. D. Barry,
" M. L. Greer,
E. L. Wemple,
Jesse E. Wilson,
Miss Maggie Sprott,
" Annie Haas,
" K. A. F. Green,
" Augusta R Eastman,
" Martha L. Ferris,
" C. M. Turner,
" L. Graffleman,
" Edith Wetmore,
" Nellie Covilland,
" Nellie H. Savage,
" Mary Jane Henderson,
" Almi J. Howe,
" Mary A. Colby,
" Marie Withrow,
" Mamie C. Lucky,
" Mary Mathews,
" J. T. Casey,
Mrs. C. A. Johnson,
Geo. J. Brown,
Daniel Richardson,
H. M. Hamilton,
John Ruddock,
James M. Sharp,
Miss Mary J. E. Kennedy,
" Sarah E. Duff,
Miss Fannie R. Fairchild,
" Emma E. Smith,
Miss Celina Rose Carrau,
" M. J. Holden,
" Fannie L. Ham,
" Annie L. Gunn,
" Sarah R. Avery,
Miss Mary Little,
" Clara Buchman,
" A. C. Robertson,
Mrs. L. Knowlton,
Miss L. Pool,
" L. A. Newell,
Miss K. M. Fuller,
" J. L. DePenecier,
" L. M. Banoros,
Geo. E. Powell,
Mrs. L. M. Covington,
Miss M. L. Pexton,
Mrs. E. Benton Jones,
Miss Maria L. Hart,
Mrs. M. V. Kingman,
Miss S. E. Miller,
" Hattie A. Lyons,
Geo. S. DeWolf,
R. D. Butler,
Miss Ella L. Warren,
" Sarah H. Potter,
" Fannie K. Allen,
Albert Martin,
Riley Story,
Miss Sarah J. K. Oliver,
" Mary Little,
" Ella M. Harvey,
" J. H. Fishburn,
" A. A. Crumry,
" Nannie J. Horton,
" N. Z. Woodworth,
" Hattie LaGrange,
Mrs. Julia Sarles,
Jos. J. Pennypaker,
James T. Hamilton,
E. Lewis Case,
Miss Mary J. Kimball,
" Josephine Rockwood,
J. K. McKeowen,
Frank D. Soward,
S. W. Blasdell,
Miss A. E. La Grange,
" S. H. Whitney,
" Fannie Harris,
" Annie E. Martin,
Geo. W. Smith,
R. S. Clason,
M. J. Nolan,
J. A. Filcher,
J. J. McDonald,
Miss Mary F. Burns,
" Carrie M. Hanks,
" M. H. Sullivan,
" E. B. Barnes,
Mrs. L. F. Rann,
E. R. Brooks,
Miss Carrie Pearce,
" Lizzie Allison,
" Addie Stowe,
R. E. Wink,
Miss Grace F. Reed,
Mrs. J. Loyd,
Miss Nellie M. White,
James Smith,
Miss A. Brisendine,
" Mary Carroll.
" Pauline Wolfe,

Miss Cynthia Gibbs,
James McKibbin,
J. B. Cosgrave.
Miss C. Nelson,

Names of parties holding First Grade State Certificates:

R. McFarlan,
J. M. Ginn,
W. T. Haley,
Geo. F. Baker,
Geo. Williams,
Miss N. J. Miller,
Ambrose Young,
Miss Mary A. Sey,
Vital E. Bangs,
A. W. Middleton,
Mrs. Eliza Middleton,
R. R. Darby,
John Pendegrast,
W. T. Clay,
Miss Anna McArthur,
Franklin Cogswell,
J. G. Underwood,
Miss Mary Tourtelotte,
Mrs. M. J. Hamilton,
Miss Mary E. Perkins,
J. K. Law,
Miss Sallie Hall,
Steven Hubble,
Daniel Frost,
N. A. Young,
Miss Mary Murphy,
Bella R. Gray,
Miss M. J. White,
J. P. Garlick,
Miss Sallie Stilts,
J. L. Lafferty,
Miss Hattie G. Clark,
Miss Annie Palmer,
Mrs. V. J. Vandorn,
Miss Sarah I. Shuey,
Miss Annie M. McKean,
H. I. Tillotson,
Miss M. A. Burrill,
" E. E. Stincen,
" Ruth Royce,
" Alice Snow,
" A. A. Marvin,
" A. E. Allison,
" S. J. Boyle,
" A. A. Gibson,
" Emma Tillotson,
" F. A. Sherman,
" S. E. Greer,
" M. A. Oglesby,
" A. E. McNeal,
J. B. Garvey,
H. J. Todd,
T. O. Crawford,
John Chestnutwood,
L. Rice,
Mrs. F. H. Randall,
Miss S. J. Hodgden,
E. B. Banks,
E. Watkins,
S. G. Creighton,
J. A. Sollinger,
Mrs. A. M. Barthelow,
J. M. Curragh,
E. L. Wemple,
J. B. Finch,
M. B. Ralph,
A. Dulon,
H. W. Fenton,
J. L. Parker,
Miss Lettie E. Ryder,
Miss Eureka A. Bonnard,
Norah Mullendore,
Charles W. Otis,
Miss Bessie Howell,
" Harriet N. Bolton,
" Abbie S. Bonnard,
" Martha Ames,
" L. H. Clark,
R. H. Variel,
Levi Rackliff,
Miss Maggie Howard,
Mrs. L. M. Penwell,
A. Rodgers,
Mrs. Emily Foster,
Miss H. M. Stone,
" B. A. Bucknell,
" A. S. Montgomery,
" Mary Louttit,
" E. F. Geer,
Mrs. L. J. Janes,
W. E. Stoney,
Joe McReynolds,
Miss Mary Elliott,
" Maria Dupuye,
Wesley E. Hughes,
John A. Johnston,
C. A. Ham,
R. M. Davis,
J. C. McKowan,
P. H. McGowan,
Miss L. Betancue,
Charlotte Slater,
Miss F. Edwards,
W. S. Clark,
Miss Lizzie R. Page,
" Irene Lamb,
William Connor,
Miss Annettie Miller,
Miss Maggie Hall,
Mrs. A. S. Budd,
Miss E. Van Frees,
S. A. Rightmire,
Geo. P. Anderson,
F. C. Grange,

Chas. C. Paulk,
Miss Mary Ward,
F. A. Vestal,
Miss Fidelia Jewett,
Miss Julia B. Short,
J. J. Conoly,
Samuel Black,
Miss N. O. Loughlin,
George Robertson,
Miss L. A. C. Thompson,
" Julia B. Brown,
" F. A. Woodruff,
" P. E. Miller,
" H. M. Atkinson,
" Helena Thompson,
Mrs. J. E. Woodworth,
Miss Lottie McKean,
J. A. Huden,
W. C. Hart,
Mrs. I. E. Leadbetter,
I. N. Lafferty,
Miss Jennie A. Morse.
" Emma Douglass,
John B. Duboise,
F. A. Peachy,
H. L. Morris,
J. P. Ashby,
Mrs. L. M. F. Wanzer,
Annie S. Jewett,
Miss J. A. Tucker,
" Jennie Mitchell,
" Lizzie Watson,
" Hattie A. Lyons,
" Mary Lichtenthaler,
Mr. Isaac A. Ayer,
J. F. Kennedy,
S. A. Kendall,
Miss S. Breschen,
" S. A. C. Thomas,
" C. A. Sherman,
" C. T. Finlayson,
" J. T. Wicks,
" Irene Banks,
" E. J. Casad,
Thomas J. Ables,
Miss K. J. Fahey,
" F. A. Adams,
" Zenaide Seeler,
" Katie L. Severie,
" M. W. Woodward,
Mr. H. A. Saxe,
" J. D. Lane,
" A. J. Howe,
" Geo. Furlong,
Miss E. Swetland,
" Ella Coffin,
James O. Dwyer,
F. G. Peachey,
Miss Lizzie McCollam,
William P. Welch,
L. O. Rodgers,
Miss Sarah Jackson,
Miss M. E. Robinson,
S. G. S. Dunbar,
Silas W. Geis,
J. C. Robertson,
J. B. Robertson,
Orvis Ring,
J. B. Litlie,
Miss A. Hausechild,
Miss C. A. Agelvie,
C. L. Metzger.

NORMAL SCHOOL CERTIFICATES.

The first grade, valid for four years, were issued to James M. Sharp, Marcus T. Sickal, John Ruddock, George H. Hardy, Mrs. Matilda M. E. Moore, Misses Emily F. Geer, Ellen A. Conmy, Susanna R. Plank, Celina R. Carran, Hattie G. Clark.

Normal School Certificates of second grade, valid for two years, were issued to Misses Jennie Gallagher, Mary I. McNichol, Francis Plunkett, Lillie Hardeman, Mary E. King, Louisa Maguire, Ellen F. Bowse, Mary A. E. Doran, Annie A. Fletcher, Malvina C. Pelton, Bessie Dixon, Carrie Malgren, Ella L. Russell, Cornelia Lauderdale, Mary A. Ayres, Ella I. Sherman, Annie Pendegrast, Nicholas Jane Bell, Julia I. Benjamin, Irene M. Doyle, Mary A. Cottle, Fred. W. Crossett.

INTRODUCTORY REMARKS OF STATE SUPT. O. P. FITZGERALD, ON THE OCCASION OF THE ANNIVERSARY EXERCISES OF THE CALIFORNIA STATE NORMAL SCHOOL, AT PLATT'S HALL, SAN FRANCISCO, ON THE EVENING OF MARCH 16, 1871.

As this occasion marks the close of one epoch in the close of the California State Normal School, and the opening of another, a brief review of its history may not be unacceptable to this audience.

The school opened July 23d, 1862, with three or four pupils. During the first school year 31 pupils were admitted; 67 in 1863; 75 in 1864; in 1865, 83; in 1866, 100; in 1867, 125; in 1868-9, 198; in 1870, 188; in 1871, 168. The nnmber of pupils graduated from the school during this time is 243. Total number of pupils, 954. Since 1868 the number of pupils admitted from the City of San Francisco was 225; from the rest of the State, 345. Previous to this time the proportion of pupils from San Francisco was probably still larger. There are now more than 100 teachers in the public schools of San Francisco who were trained for their profession in the State Normal School. Three of the grammar masters of San Francisco are among its graduates.

This history, thus briefly summed, embraces a period of nine years, and is a record of steady though uneven progress, from a very feeble beginning to a degree of success which, while it meets the measure of reasonable expectation, we hope is only the dawn of the brilliant future that opens before the California State Normal School. To-night it would be a grateful and not difficult task to indicate what have been the essential elements of its strength and prosperity in the past, and which must also be the sources of whatever success it is destined to achieve hereafter.

The establishment and prosperous career of this school are owing, first of all, and mainly, to the good will and cordial support of the citizens of California, whose representatives have reflected their will in making liberal provision for its wants, from time to time. The good will and support of the people are the only reliable basis on which to rest a solid and permanent prosperity in a free government like ours. Under our system of government, no legislation can result in good if it is in advance of the intelligent convictions of the people. No statute is more than half a law that is not sustained by popular sentiment. It may be different with despotic governments, but the will of the people is the primary source of all legislation. Compulsory education may be necessary for the preservation of our freedom, but let it be the compulsion of common sense, of public spirit, of patriotism and of parental affection, not the compulsion of the constable and the bayonet. Let us maintain a good system of public instruction, faithfully and efficiently administered by competent officers, and we shall need no coercive measures to enforce attendance upon schools. The history of the California State

Normal School proves two things: first, that our people are willing to tax themselves for the support of good schools, and secondly, that they will gladly avail themselves of their advantages without compulsion.

Another ground of success is the zeal of the true friends of education, who have had the guardianship of the interests of the school. My colleagues on the Board of State Normal School Trustees, and their predecessors, know what time and labor it has cost. This time and labor have been freely given. They have received their reward in the valuable results already realized, and they are richer in the consciousness of duty performed than in the possession of millions of gold.

Not least among the causes which have contributed to the success of this school is the faithful service of the devoted teachers who have filled its several chairs of instruction. Not splendid edifices, nor costly apparatus, nor sounding titles, can make a good school, but faithful teachers, who understand their calling, and love it. Such teachers the California Normal has had from the beginning. I will not, in this presence, say more under this head. By their fruits they are known.

A third element of the success of the school has been the excellent material that has been brought to it to be moulded into good teachers. A large proportion of the most earnest, noble and successful teachers of California have passed through its course of study and special training. The statistics of the School speak more strongly in its favor than a volume of vague and unmeaning eulogy. There is scarcely a county or town of any note in the State in which there is not some graduate of our Normal School making his mark. Did I say *his* mark? I ask pardon—I could have used more appropriately the feminine pronoun. About 90 per cent. of the pupils and graduates of the School have been females. These women are of that class who prefer the labors of a high and holy profession to idleness and uselessness; who prefer industrious independence to semi-pauperism; who prefer to contribute their part to the cause of human advancement, rather than to be lazy, lounging, flirting, silly dolts, dolls or dunces. I know of one of these girls who goes out to teach before finishing the full course, in order that she may be able to relieve her invalid mother from the over-drudgery of domestic toil. May the blessings of God fall upon that child! May the children of California always be blessed with the instruction and influence of such teachers! Yes, my friends, such women as these are they who have glorified the profession of teaching, and made the name of "schoolmarm" a synonym of all the qualities that adorn and ennoble true womanhood. The epithet has already become, like other nicknames, a title of distinguished honor. The pupils and graduates who have gone forth from the California Normal to teach have had the honor and interest of the School in their keeping, and with few

exceptions, they have proved themselves worthy of the trust. All over California they may be found in educational positions of responsibility and influence.

Lastly (for I must hasten to close these introductory remarks), the California Normal School owes much of its prosperity to the fostering care of the good city of San Francisco. This city has been a foster mother to the school. It has furnished for its use a building free of charge for several years. I take this occasion to thank San Francisco, in the name of the whole State, through you, Mr. President and gentlemen of the San Francisco Board of Education, for all that you have done for this institution during the period of its early struggles and difficulties. You may legitimately enjoy the satisfaction of knowing that this liberality has been judiciously exercised. You have done much for the school, and the school has done something for you. It has given instruction and training to 384 pupils from San Francisco, and of that number has graduated a large proportion. This is some return for your kindness. Accept our thanks for the remainder. The State has made generous provision for the school at San José, and she goes forth like a fair young bride to begin housekeeping on her own account, amply dowered, with the bloom of health and beauty upon her cheek, and Hope singing in her heart.

ANNUAL REPORT OF DR. W. T. LUCKY,

PRINCIPAL OF THE CALIFORNIA STATE NORMAL SCHOOL.

To the Board of Trustees of the State Normal School.

GENTLEMEN: In accordance with the Act establishing the Normal School, I herewith present my Annual Report.

The year now closing has not been marked by any remarkable or unusual circumstances, unless it be the death of two of our lady pupils, Miss Mary J. Holden, of the Senior Class, and Miss Mary Clark, daughter of our excellent Assistant, of the Junior Class. Both were residents of San Francisco.

The Board of Instruction has remained the same as it was last year. In the training school there were some changes, in consequence of the resignation of Miss Lewis. The Executive Committee finally transferred that department to the City Board of Education, and for five months there has been no Normal Training School. I have endeavored to supply the deficiency caused by this transfer, by delivering a course of fifty lectures on the Theory and Practice of Teaching.

As you will perceive from a comparison of the numbers here reported with the attendance in the former year, there is not as large a number of pupils. The falling off is in the Senior Class. This is attributable to two causes: First to the pressure of the times, and secondly and principally, to the higher standard

required for admission. More than thirty applicants have been rejected because of inability to pass our examination, while, for the same reason, many others declined to make application.

The standard may be raised still higher, with advantage to the Normal School, and with profit to the public schools of the State. The demand now is for better teachers, rather than for more teachers. The removal of the school to San Jose and its re-organization there should be made the occasion for several important improvements, which will add to its efficiency, and thus sustain its well-earned reputation.

We need the following articles, without which the labors of the teachers will lose much of their force, and the usefulness of the school be seriously impaired.

First—Each teacher requires considerable additions to the reference books used in his Department. There is not a reasonably good supply of reference books upon any one of the subjects taught in the school. We can teach text-books without a reference library, but it is impossible to teach any science, as Arithmetic, Grammar or Philosophy, without the standard works on those subjects. The fifty teachers who have been connected with our classes, demand something more than mere text-book instruction. It is not enough that your teachers have the knowledge—they wish to direct the pupils to investigate for themselves, and then intelligently to discuss the views of different authors. It is such investigations and discussions that distinguish a Normal School from an Academy. A reference to the course of study will show you what is required to meet this first want.

Second—We need apparatus—globes, maps and charts. Of these, we are almost wholly destitute, having nothing that is worth the expense of removal. Our few maps and charts are out of date, and entirely inadequate to illustrate the principles of the sciences as taught in our more recent publications. For several years, we have been dependent upon the generosity of the teachers of this city for the temporary use of such articles as we considered absolutely necessary for our classes. It is hardly possible to estimate the advantages that would accrue to our public schools, if all the Normal pupils were taught to understand and to use the improved apparatus of the present day. In the State Normal School, the acknowledged heart of the public school system, and the Mecca to which all teachers ought to desire to make annual pilgrimages, there ought to be collected the best, the most recent and the cheapest kinds of apparatus, maps, charts, text-books, etc., in order that the pupils, when they become teachers, may know what to recommend for the use of the schools over which they preside. By this means, thousands of dollars might be saved to the State, and the character of our schools much improved.

Third—We need additions to our general reference library.

A Normal School does not require a very extensive collection of miscellaneous books. It should have a choice and extensive collection of lexicons, encyclopedias, gazetteers, reviews, and the current professional literature of the day. At present we have not the means of determining the origin, the pronunciation, or even the orthography of many words daily used in our text-books.

Fourth—The law requires the Trustees to furnish all the text-books used by the pupils. In consequence of the changes made by the State Board of Education we have but few books of the kinds now used by our classes. If the Board complies with the requirements of the law, there will be needed for the Junior Class, eight dozen copies of works on the following subjects: Orthography, English Grammar, Reading, Geography, Moral Lessons, Arithmetic, Algebra, Physiology, Rhetoric, U. S. History, Natural Philosophy, and Book-keeping; and for the Senior Class nearly the same number of copies of Arithmetic, Algebra, Physiology, Geometry, Natural Philosophy, Rhetoric, Natural History, Vocal Culture, Botany, Physical Geography, Mental Philosophy, English Literature, Chemistry and Astronomy.

The proper reorganization of the training or model school, an indispensable auxiliary to every efficient Normal School, should receive the earnest consideration of the Board. Owing to our limited accommodations I do not see that such a department can *now* be organized. Possibly some temporary plan may be adopted in connection with the Board of Education of the City of San Jose. I respectfully suggest that you act with caution upon this important matter. In no department of Normal Schools have there been so many failures as in the training schools; and to-day the most experienced Normal School Principals are anxiously seeking for *the* proper plan of organization. Our own failures should impress us with an idea of the difficulty of the subject under consideration.

I think the interests of the School demand the employment of another teacher, one whose specialties are *elocution, vocal music* and *drawing*. These are all very important studies, demanding more attention than the present teachers can devote to *them* and the subjects they now teach. If the classes next year are not so large as to make it necessary to divide them into two or more sections, the additional teacher will not be required, provided occasional assistance can be obtained in *vocal music* and in *drawing*.

In behalf of the Board of Instruction, I recommend that Normal School Diplomas be issued to the following persons, viz: (Inserted elsewhere.)

AGGREGATE NUMBER OF PUPILS.

Seniors—Gentlemen		16	
	Ladies	41—	57
Juniors—Gentlemen		16	
	Ladies	91—	107
Total			164

Counties Represented: Alameda, Amador, Butte, Colusa, Contra Costa, Calaveras, Del Norte, El Dorado, Humboldt, Lake, Los Angeles, Marin, Mendocino, Mariposa, Monterey, Merced, Napa, Nevada, Placer, San Joaquin, Sierra, Solano, San Francisco, San Mateo, Sacramento, Shasta, Santa Clara, Santa Cruz, Santa Barbara, Sonoma, Tuolumne, Tehama, Tulare, Yolo, Yuba—35.

BOARDING.

The best method of securing suitable and cheap boarding for our pupils ought to receive the earnest consideration of the Board. Our best and most promising pupils are in very moderate circumstances. Three-fourths of those from the country are defraying their own expenses. If we can diminish the expenses fifty per cent., we offer the advantages of the School to a large number now entirely excluded, and place it in the power of those now attending to take a much more thorough course.

I repeat my recommendation of a large coöperative boarding-house for the young ladies, and for this your petitioner "will ever pray."

A rule should be adopted declaring that no pupil shall be permitted to board in any family not approved by the Board of Instruction.

PUPILS FROM OTHER STATES.

Applications have been received from Nevada and from Utah. The Board will please instruct me what reply to make to such applications.

In conclusion, it may be gratifying to the Trustees to know that our graduates are giving very general satisfaction. In many counties, they are preferred before all other teachers. They secure the highest salaries, and the most permanent situations. From County Superintendents and from District Trustees, I have received the most encouraging and satisfactory reports.

The conduct of the pupils has been uniformly good. There have been no acts of impropriety, no case calling for the exercise of discipline. The recent examinations were satisfactory, resulting in the promotion of about seventy per cent. of the Junior Class. The excellence in discipline and scholarship is attributable, in part, to the presence of about sixty teachers, with experiences varying from a few months to twenty-five years.

Asking your indulgence for so lengthy a report, and presenting, as an apology for the same, the peculiar and unusual cir-

cumstances surrounding us, with grateful acknowledgments for your generous support, I am, very truly,

Your ob'dt serv't,

W. T. LUCKY,

Principal Cal. State Normal School.

San Francisco, March 16, 1871.

STATE BOARD OF EDUCATION.

SAN FRANCISCO, March 14th, 1871.

The State Board of Education met at the office of the Superintendent of Public Instruction on the above date at 11 o'clock A.M. Present—Governor Haight, (in the chair,) and Messrs. Leadbetter, Trafton, Jones, Hill, Lucky, Lynch, Widber and Fitzgerald.

Mr. Jones presented a report from the committee appointed at a former meeting, to revise and enlarge the list of District Library Books, making extensive additions to said list. The report was adopted. (The list of library books as it now stands may be found in this number of the TEACHER.)

On the recommendation of the State Board of Examination, Life Diplomas were granted to the following persons, viz:

E. B. Conklin, Santa Barbara Co.
Whitman H. Hill, El Dorado Co.
Eli G. Coe, Alameda Co.
G. E. Lighthall, Santa Clara Co.
Miss Jean Parker, San Francisco.
Henry A. Nelson, Stockton.
Wm. M. McFadden, Los Angeles Co.
Percival C. Millette, Monterey Co.
Mrs. Laura H. Wells, Sacramento.
A. J. Drake, Marysville.
Mrs. Aurelia Griffith, San Francisco.
H. R. Wilson, El Dorado Co.
Philip Prior, San Francisco.
Miss D. S. Prescott, San Francisco.
Stephen C. Stephens, Butte Co.
H. P. Stone, Santa Barbara.
Joseph O'Connor, San Francisco.
M. B. Potter, Grass Valley.
Hamilton Wermuth, San Joaquin Co.
A. W. Brodt, Oakland.
John A. Moore, San Francisco.

Dr. Lucky offered the following preamble and resolution which were adopted:

Whereas, An unexpected and troublesome delay has occurred in the publication of the proposed School History by Professor Swinton, therefore:

Resolved, That the resolution giving a partial endorsement to said Manual of History by Professor Swinton be, and the same is hereby rescinded.

Dr. Lucky moved that a committee of three be appointed to revise the rules and regulations for the guidance of the State and County Boards of Examination—lost. The Board adjourned to meet on Wednesday, June 14th.

O. P. FITZGERALD, Secretary.

STATE NORMAL SCHOOL.

The exercises of the graduating class of the State Normal School took place in Platt's Hall, San Francisco, Thursday evening, 16th March, 1871, Dr. Lucky, the Principal, presiding.

PROGRAMME:

Opening March.....By the Band.
Prayer.....Dr. A. L. Stone.
Introductory Remarks.....Hon. O. P. Fitzgerald, Supt. Public Instruction.
Response.....Hon. J. M. Burnett, Pres. City Board of Education.
Anthem, "The God of Israel,".....By the School.
Oration, with Salutatory, "Death the Beginning of Life,".....Jas. M. Sharp.
Essay, "The Art of Printing,".....Ellen A. Conmy.
Essay, "Mysteries,".....Susanna R. Plank.
Essay, "Peculiarities,".....Hattie G. Clark.
Song, "Ha! Ha! We've Stemmed the Stream,".....The School.
Essay, "School Warfare,".....Mrs. Matilda M. E. Moore.
Oration, "Leaders,".....Marcus T. Sickal.
Essay, with Valedictory, "An Earnest Purpose, the Life of Life,"....Emily F. Geer.
Address, "Teaching and Teachers,".....Dr. E. S. Carr, Cal. University.
Song, "Patriots Come,".....By the School.
Presentation of Certificates.....Supt. Fitzgerald.
Address to Graduates, and Distribution of Diplomas.....By the Principal.
Doxology.....
Benediction.....Rev. A. Williams.

NUMBER OF GRADUATES

Was twenty-one. Gentlemen, four—James M. Sharp, Marcus T. Sickal, John Ruddock and George H. Hardy.

Ladies, seventeen—Mrs. Matilda M. E. Moore, Misses Emily F. Geer, Ellen A. Conmy, Susanna R. Plank, Celina R. Carrau, Hattie G. Clark, Mary A. Tyus, Annettie M. Cottle, Mary E. King, Louisa Maguire, Ella I. Sherman, Julia I. Benjamin, Irene M. Doyle, Malvina C. Pelton, Annie A. Fletcher, Ella L. Russell, Nicholes Jane Bell.

The pupils acquitted themselves well. The speakers invited spoke things suiting the occasion. Mr. Burnett was brief, chaste, good; Dr. Lucky was equally brief, chaste and good; Dr. Carr treated his subject *plus au long*, but the *longueurs* often endured on such occasions were omitted; and Supt. Fitzgerald's remarks can be found on another page of this issue.

ELECTION OF PUBLIC SCHOOL TRUSTEES.

A question has been submitted to the State Superintendent as to whether Trustees, appointed by County Superintendents, in consequence of a failure to elect at the proper time, hold for the entire terms for which they would have been eligible had the election been duly held, or until the next election. As the ques-

tion is important, I submitted it to Hon. Jo Hamilton, Attorney-General, for an opinion. I append his answer:

ATTORNEY-GENERAL'S OFFICE, SACRAMENTO, March 16, 1871.

HON. O. P. FITZGERALD, *My Dear Sir*:—I find on my return from San Francisco this morning, your favor of the 11th inst. I think it would be proper under the existing law, (which I confess is not very plain,) to have elections for School Trustees at the date fixed by law. I would also suggest, as I formerly did, that the choice having been awarded by the people at the election, that in order to make it certain beyond question, it would be wise for the Superintendent to further confirm the choice by his own appointment.

Truly and devotedly yours,

JO HAMILTON, Attorney-General.

County Superintendents, Trustees and all others interested, will act accordingly.

O. P. FITZGERALD, Supt. Public Instruction.

EDUCATIONAL ITEMS.

CALAVERAS COUNTY.

Superintendent Wells, in a note to the State Superintendent, says: "The Spring terms of the various schools in the county are beginning to open. Some have commenced their sessions, and others have engaged their teachers. The interest taken in school matters seems to be increasing." This is a gratifying report.

SOLANO COUNTY.

At Vallejo, the new High School building is the latest evidence of progress. Under the able principalship of ex-Superintendent Simonton, it must at once take rank with the best High Schools in the state.

At Fairfield, *that* new school-house has been erected at last, and now a school will be maintained there worthy of the intelligence and enterprise of that community.

At Vacaville, the "California College," under the patronage of the Baptist Church, is making a vigorous and hopeful beginning. Professor Mark Bailey is its President.

At Bridgeport, the Trustees are building a new school-house for the Green Valley District, which, when completed, will be one of the neatest country school-houses we have seen.

At other points there are indications of a healthful progress. Superintendent Fry and his co-workers may be congratulated upon the prospect of education in Solano County.

NAPA COUNTY.

The location of the Odd Fellows' College and Home at Napa City is a notable event in the educational history of Napa county. The vast resources of this Order will enable the managers of this enterprise to urge it forward to a grand consummation.

We have previously spoken of the New Grammar School building at Napa City as one of the best in the state. Our judgment in the case is sustained by the fact that this school-house has furnished the model for several others

in other localities. Superintendent Ford is a *worker*, and under his zealous administration the cause of education is moving forward in the beautiful and fertile Napa Valley.

YOLO COUNTY.

A friend at Woodland writes to the State Superintendent that when he, (the Superintendent,) makes his next address on education at Woodland, he will be compelled to choose a new text, for the reason that they are about to erect *that* new school-house. It is well. Our friend Stone, the teacher, and all others concerned, will accept our congratulations.

The Hesperian College, at Woodland, maintains its high standing, and is approaching the close of another successful term. President Martin comes as near being a portable faculty, all in one man, as anybody we can think of.

Under the experienced eye and steady hand of Superintendent Darby, the cause advances in Yolo county.

STANISLAUS COUNTY.

STANISLAUS COUNTY TEACHERS' INSTITUTE.—The first Teachers' Institute for Stanislaus County was held at Modesto, beginning March 21st and continuing three days. Modesto is a town just six months old. The school house was one week old (as a school house.) The town stands in a wheat-field twenty miles square! It has as yet an out-of-doors look, of course, but has a bright future before it. The Institute was a great success, all things considered. It was harmonious, lively, practical, enthusiastic. Professor Carr, of the State University, was there and lectured as he always does. Professor Allen, of the Wisconsin Normal School, was there, and did Institute work as only a *master* can do. The State Superintendent was gratified with almost every feature of the occasion, and tenders congratulations to County Superintendent Haislip and the teachers of Stanislaus on the success of their first Institute. He (the State Superintendent) hopes *that* new school house will soon be built in Modesto.

The proceedings of the Institute will be furnished for the TEACHER.

To COUNTY SUPERINTENDENTS.—Your attention is again called to the eleventh section of the "Act to establish a State Normal School." As but few competitive examinations have been held, as required by said section, I hereby designate Saturday, the 29th of April, as the time for holding said examinations. If the Superintendents will give publicity to this appointment, through their local papers, they will confer a favor upon many who are ignorant of the present law.

Special directions, with blank certificates of appointment, will be sent to you from this office, as soon as they can be prepared.

O. P. FITZGERALD,
Superintendent Public Instruction.

March 22d, 1871.

IMPORTANT TO TRUSTEES AND TEACHERS.—For the benefit of Trustees and Teachers, we give the Introductory prices of McGuffey's Readers: McGuffey's Primer, 10 cents; First Reader, 10 cents; Second, 20 cents; Third, 30 cents; Fourth, 35 cents; Fifth, 55 cents; Sixth, 65 cents. Each District will be allowed three months to complete the introduction at the prices, provided they commence by June 1st. McGuffey's *full series* of Readers has been adopted, to the exclusion of *all* others. Schools wishing to adopt McGuffey's Readers should address Isaac Upham, care of H. Payot & Co., San Francisco.

TAKING A LIBERTY.—It will be seen from "our letter" from Washington, that an article from the pen of Professor W. I. G. Williams, has been attributed to another valuable contributor to the TEACHER. Therefore, we shall take the liberty in future, to append the Professor's name to his articles, in spite of his modest protests.

ROBINSON'S ARITHMETICS.—In answer to numerous enquires, we again announce *that Robinson's Arithmetics can be obtained from A. Roman & Co., San Francisco, at* ONE-HALF RETAIL PRICE. Blanks, for orders, will be furnished by the above house on application.

REPORT OF PUBLIC SCHOOLS.

ROLL OF HONOR.

VIOLA SCHOOL DISTRICT, *Prarie City, Sacramento County.* F. L. Landes, Teacher. For term ending February 17:

Thos. O'Neil, Thos. Quinn, John O'Neil, Mary Quinn, Wm. Biggs, Susan O'Keeffe, Mary O'Keeffe, Chas. O'Keeffe, Michael O'Keefe, Geo. Mathews, Frank Mathews, Maria T. Mathews, John Baltic, Nellie O'Harrow, Katie McKernan, Mary Burk, Michael Burk, Frank Tomlinson, Mary French, Rachael French, Edward Fitzpatrick, Michael Cooney, Steven Carban.

YOLO PUBLIC SCHOOL. *Yolo County.* D. W. Ballou, Teacher.—Evaline Hubbard, Ida Fulton, Emma Cantrel, Olive Ferguson, Warren Comstock, John Fulton.

CLEAR CREEK DISTRICT, *Nevada County.* A. C. Pratt, Teacher. For the month ending March 17: Mary Pelham, L. E. Pelham, Luzerne Barnes, Owens Davis, Celia Gilham, M. A. Alexander, William Gilham, Jesse Womack.

BOOK TABLE.

THE METRIC SYSTEM, Considered with reference to its introduction into the United States; Embracing the Reports of the Hon. John Quincy Adams, and the Lecture of Sir John Herschel. By CHARLES DAVIES, LL. D., Chairman of the Committee on Coins, Weights and Measures of the University Convocation of the State of New York. A. S. Barnes and Company, New York. 1871.

Whoever wishes a thorough exposition and a comparative estimate of the merits of the Metric System, we advise to read this book. The reasons for and against its introduction, and the difficulties to be overcome, are presented. We have not the space to enter upon the argument, but believe, after due estimate of the difficulties, that the system can be introduced into the United States with profit. Libby & Swett, San Francisco.

VIRGIL. By the Rev. W. LUCAS COLLINS, M. A., author of 'Etoniana,' 'The Public Schools,' etc. Philadelphia: J. B. Lippincott & Co. 1871.

The "Ancient Classics for English Readers," is the title of series of which this—Virgil—is a part. The idea and the execution are equally good. Think of one's getting a tolerably adequate and very correct knowledge of the "Pastorals," the "Georgics," and the "Æneid" within the compass of one hundred and ninety pages, 16mo. Yet this is done in such a manner that the scholar will read the book *through*, and he who is not versed in the originals will find it invaluable. For sale by the Bancrofts, San Francisco.

THE KINDERGARTEN. A Manual for the introduction of Froebel's System of Primary Education into Public Schools; and for the use of Mothers and Private Teachers. By Dr. ADOLF DOUAI. New York: E. Steiger. 1871.

We are glad to see in many portions of America *The Kindergarten* becoming more and more appreciated. Froebel's principles were philosophic; in accordance with child-nature; and they steadily gain ground. The manual before us supplies a want on the subject, by showing just how the kinder-garteners should go to work to organize the child-garden, and cultivate the tender plants which are so restless and eager to "grow in knowledge." The educating games, and the stories being given in both English and German, render the book suitable for schools conducted in either or in both of these languages.

A SHORT COURSE IN ASTRONOMY and the use of the Globes. By HENRY KIDDLE, A. M., Superintendent of Schools, New York, Author of "New Manual of the Elements of Astronomy." New York: Ivison, Blakeman, Taylor & Company. 1871.

The Astronomy contained in this little volume is very well presented. It is well adapted to the wants of those who are debarred from taking a full course in the science, and to refresh, in brief space, the memory of those who have made more thorough work of it in former years. A. Roman & Co., San Francisco.

UNIVERSITY ECHO:

We have received the first number of this periodical which reflects so much credit upon the students of the University of California. The editors are F. H. Whitworth, Miss Josephine Lindley and E. B. Pomroy. The Echo makes a good start, which is the best guarantee of a satisfactory journey. Truly we hope it may be unlike its namesake, in the physical world, in this: *That the longer it lives the greater may it grow.*

VOICE OF ISRAEL

Is the title of a new journal to be published semi-monthly in this city, and

of which issue number two is on our table. It is "devoted to literature, progress, freedom of thought, and humanity;" and upon all these great subjects the "Voice" gives forth no uncertain sound. Address "Voice of Israel," 26 Merchant's Exchange, or box 2065 post office, San Francisco.

UNIVERSITY MONTHLY.

This is one of the best educational publications of the day. We commend it to teachers and others interested in education and progress. Terms: $1 00 per annum. Address, "University Monthly," University Publishing Company, 125 and 157, Crosby street, New York.

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JUNIOR CLASS—*First Session.*

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**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.
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To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

MAY, 1871.

Vol. VIII.] [No. 11.

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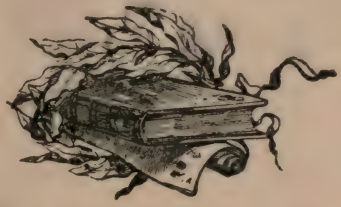

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THE

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NORMAL TRACT METAPHYSICS.

I HAVE properly named this article Normal Tract Metaphysics. The second and third pages of the Normal Essay, are the most remarkable pieces of composition with which I have attempted to grapple for many years. During my schoolboy days, when I was compelled to dig Greek and Latin roots, and prepare enough of those languages to pass muster at the usual examinations, many and many an evening was spent in pondering over some chapter of what the world calls classic lore; and many a time the lexicon was opened, and closed, and opened again, to find suitable meanings, from the many there given, so that, I could express in Anglo-Saxon idiom, the Greek or Roman thought. But, however much pains was taken, the reward was always certain; for the thought was there when the language was understood. How different, when trying to determine the meaning of the sentences in the Normal Essay. The closer one approaches the general, or technical meaning of the words, the more distant he appears to be from any tangible thought, or definite ideas. For several years I have been following out those lines of thought, known as Mathematical, Logical and Metaphysical; and, in my pursuit of them, I have constantly consulted gentlemen of acknowledged ability, to see how my understanding of them squared with theirs. With few exceptions, we were as one. In my effort to comprehend the Normal Essay, I stand alone. Not one teacher in the Department will give me a listening ear for a moment, acknowledging that they had tried their best to understand it when it first appeared. That Essay is, indeed, a poser. It contains a large number of technical terms, peculiar to those branches just mentioned; but how thrown together, and how applied, we shall now see. For my present purpose, it is necessary that I bring a number of quotations together at once.

First—Mr. Marks says: "Some teachers imagine that they have solved the whole difficulty, when they hold themselves in readiness to use any of these methods as circumstances may seem to require."

Second—"I have read and heard discussions on the relative merits of these methods, without receiving a single ray of light on the science of teaching fractions."

Third—"My own investigations incline me to believe that all three methods are necessary to a finished understanding of the subject."

Fourth—"And yet, so far from true is it that any one may be used indiscriminately, or that one may be substituted for another as being easier, there is naturally only one method of procedure."

Leaving out the logical consideration of the last quotation, the grammatical arrangement and rhetorical elegance, is, indeed, pedagogic. Now, let us examine the first quotation: If a teacher stands ready to solve a problem in three ways, and chooses the way which circumstances seem to require, what more can be required of him? The teachers who do just what Mr. Marks has just said, are exercising good judgment; and whoever would assume to criticise such a teacher, must himself be in the regions of imagination's vagaries.

Second quotation: Mr. Marks need not have reasserted here, in so many words, that he had not received a single ray of light about teaching, from all that he had read and heard; the Normal Essay is competent evidence of that fact, and many other things are conspiring to show the same truth.

Third quotation: Mr. Marks' own investigations incline him to believe that three methods are necessary to a finished understanding of the subject; and it is not true that any one may be used indiscriminately, or that one may be substituted for another as being easier; there is only *one* method of procedure.

Can there be three distinct methods of doing a thing, and only one method of procedure? When a visionary theorist, with the dictionary-meaning of a few technical terms, without the least knowledge of their application in science, starts out to astonish his fellow-contemporaries, this is the shaky quagmire upon which his theories stand. Soon, we find that there are two methods, and then the work is done. What is meant by using *one* indiscriminately? Had the author said that these methods can not be used indiscriminately, it would have been a natural English sentence. A few lessons in Blair would help the author of the Normal Essay to write a perspicuous English sentence, occasionally. Does the above sentence mean that we cannot use one when we please, and another at another time, under the same circumstances, and so on; that each method has its own cases or examples, to which it must be applied exclusively? Does it mean that each method follows the other in the order of time and importance, and that one cannot take the other's place

on that account? Some attempt is made below to explain the above quotation, but the second line of the attempted explanation shrouds all in "confusion worse confounded." The glimmering of an idea which we had of what the author meant, now fades from sight altogether. We have three methods—each has its distinctive functions to perform; they are all equally easy, and there is but one method of procedure! Let us arrange these celebrated sentences in order: Three methods are necessary; one cannot be used indiscriminately; one cannot be substituted for another as being easier; there is naturally only one method of procedure!

Now, mark: The author says: "The whole subject of Arithmetic should be exhausted by the Inductive method." A little above, it took three methods to a finished understanding of the subject; now one method alone exhausts it. Shades of Aristotle and Bacon, arise! But when we read the following rhetorical and logical sentence, Hamilton and Mill both dwindle into into infinitesimals. Mark the language: "These two (Inductive and Deductive), are complements *to* each other, and the work is not done till both are taught." We read of one thing's being a complement *of* another; perhaps Mr. Marks can furnish us with an example or two, from good authority, of a thing's being a complement *to* another. If so, then we shall have learned something that we now doubt. Does not the above quotation show, conclusively, that the author had not a shadow of an idea of what exhausting a subject scientifically meant? Is it not evident that Mr. Marks has been groveling among his thirty arithmetics (many of them little better than yellow-covered literature, and prepared for the same purpose, with high-sounding and pretentious titles and prefaces), instead of taking the simple axioms and following out the natural sequences which arise from a few equations and transformations? If any method can exhaust a subject, that method must, in the highest degree, be a complete method—a whole. It needs no complement—it can have no complement. When a subject is scientifically exhausted, everything that is about it is brought out, and established beyond question. Who that values his reputation as an educated, or an educational man, will affirm that the inductive method does this in the science of arithmetic? Now, if the Inductive method can establish all the principles of Arithmetic beyond question (exhaust it), what need is there of going over the ground again? Can we more than exhaust a subject? I am aware that we may arrive at the same results by starting from different stand-points. But according to the author's philosophy, there is but one method of procedure. Now, he takes principles established beyond question, and affirms that two other methods are necessary to a finished understanding of it. Shade of the immortal Plato, hide the shadow of thy diminished head! Here we find the same kind of logic that we find in the second line of the Normal

Essay. Mr. Marks tells us that the "work is not done till both are taught." What work is not done? When we teach an exhaustive method, what more can be done? What more is desirable? It appears that the work is done when two methods are taught. Above, three methods are necessary to a finished understanding; now, the work is done when two are taught; therefore, the work is done before the finished understanding of the subject. Every conclusion that the author attempts to draw, reduces to just such an absurdity. Just below the above assertion, "that the work is done when the Inductive and Deductive are taught," we have repeated again: "The third method comes last, under the head of General Theories."

Listen: "Technical terms, definitions, rules and classifications, *come in* during the deductive stage." The expression "come in," is one of those rhetorical personifications for which the Normal Essay is remarkable. We are not informed as to whether these technical terms, definitions, rules, classifications, etc., are the products of the previous Inductions; but we are informed, however, that they *come in*. Mr. Marks, if the Inductive process is not classificatory, what does it do? Has the author of this remarkable Essay—this philosophy of teaching in general, and fractions in particular, ever looked up the axiom upon which the Inductive method is based? Mr. Marks says: "Until the pupil is inducted into the processes involved in fractions, he should not be called upon to describe them." I know of no processes involved in fractions, except Ad., Sub., Mult. and Division, with which the pupil is familiar already. Had Mr. Marks said that the pupil should be shown how the different kinds of fractions are formed, before he is called upon to define them, it would have been a good suggestion. But for a person to affirm that a pupil must learn all the transformations and reductions of fractions before he learns their names, is too nonsensical to need contradiction. I have said on another occasion, that a thing is sufficiently understood when the manner of its formation or causation is exhibited. If it cannot be named and defined then, it never can. Mr. Marks says: The above example expressed in the Inductive style, would be, "change $\frac{15}{3}$ to ones; while in the Deductive course, it would be presented under the form: Reduce the Improper fraction $\frac{15}{3}$ to a whole or mixed number." He continues: "In the former, the object of the conception is the unit with which the pupil is familiar, in the latter it is the technical name with which he is *not* familiar." Here, again, we have an enigma, the meaning of which we must guess, for, an analysis of the language gives no clue to any definite idea. We may ask, The object of what conception? Is not the $\frac{15}{3}$, as a whole, the thing with which the mind is dealing? The next thing in the order of time, is the process of thought by which we pass from thirds to wholes,—the third thing is the consideration of the product of that process—the answer. Mr.

Marks, which is *the* conception here, the $\frac{15}{3}$, the process of thought, or the product of that process? What unit is meant, a unit of the $\frac{15}{3}$, a unit of the answer, or any unit in general? If we judge by the comparison which the author has made, we would think the meaning to be this: In the Inductive style, the unit, in general, would be uppermost in the pupil's mind; while in the Deductive course, the phrase "Improper Fraction" would be uppermost. But in whatever way we arrange the language, the vagueness exists. Does Mr. Marks imagine that a teacher would ask a pupil to solve an example like the one above, until he had shown him how it was formed, and then made him familiar with the name?

Mr. Marks, what is Deductive Method? Do we proceed from wholes to parts, or from parts to wholes? Regressive, or Progressive? What is Inductive Method? Do we proceed by Synthesis, or Analysis? In every instance in which the author brings these two methods in comparison, he seems to think the Inductive method is a kind of procedure where no definition of things are allowed, and no rules of procedure required to be observed; but a kind of haphazard progress, dependent on sense-perception. He says: "The pupil sees how often $\frac{1}{6}$ is contained in one," etc. He seems to have no knowledge of the fact, that the Inductive syllogism must have its premise well-founded, as much as the Deductive has its. He speaks of conceptions, not as generalizations, but as things taken up on all occasions when needed.

Now, I come to that part of the Normal Essay which deserves the name Metaphysics, *par excellence*. Mr. Marks says: "In the former (that is, change $\frac{15}{3}$ to ones), the process is the natural first step which furnished the mind with the necessary data for Induction. In the latter (reduce the Improper fraction, etc.), it is the application of principles which should themselves have been the results of Induction." What can the author mean, just here, by saying "this is the natural first step," etc.? He has just told us that that was an example expressed in the Inductive style; now, he calls it a process which furnishes the data for Induction. The author seems to have had a great desire to show that he knew that there was such a process, and this is the way he "lugs" it in. He calls it the natural first step here; just below, he calls it an "empirical process." I am surprised that the author did not carry us back through empiricism to Intuitions; through intuitions to states of consciousness; through states of consciousness to super-sensuous being; then we should have the "natural first step" indeed—the *summum genus*. We are told on page second (Essay), that during the Inductive stage the unit is the object of perception and conception. On the same page, the author tells us that in this *natural first step* the unit is, also, the object of the conception. On the second page (Essay) we are told that the latter (Deduction) is the application

of principles which should themselves have been the results of Induction. On page three, he says: "—lays a solid, because natural, foundation for the *Deduction* of principles." At one time, the author Induces principles, at another he Deduces the same kind of principles. At the bottom of page two, he calls the example expressed in the Inductive style, an empirical process. At the top of page three, the method which he pronounces to be "mechanical in the most rigid sense," *a rational one.* I would, most earnestly, invite my fellow-teachers to examine these pages for themselves. Is there a teacher in the State who can tell what connection of thought is expressed by the following sentence—lying between the periods:

"The former is an empirical process, the latter, a rational one; and as all reasoning rests upon a substratum of fact, it is easy to understand why whole classes who have just been dividing $\frac{3}{4}$ of $\frac{13}{17}$ of $.017\frac{27}{59}$ by $13\frac{3}{14}$—$11\frac{5}{7} \times \frac{7.071}{10087}$, cannot tell without a great effort, how many times $\frac{1}{2}$ is contained in two, and very frequently a great effort fails without the customary inversions, multiplications, etc. on the slate." Any one who can discover a tangible idea in the above sentence, should take up Newton's Principia at once. It is not marvelous that the author of such astounding sentences should assert that "all operations by the Deductive method are, in the most rigid sense, mechanical." I shall now quote a sentence to illustrate chaste rhetoric, sublime logic, and grammatical brevity:

"Fortunately, our primary arithmetics, generally mental, are constructed upon right principles. The two used in this State are especially good. *Eaton's, because it is not Eaton's, but Colburn's,* and Robinson's, because it is a book of one of the best series of arithmetics extant." These books are good, BECAUSE Mr. Marks said so, and that is *because* enough.

I have now finished my review of the Normal Essay. In reviewing the Normal Tract, I had no piques to avenge or grudges to satisfy. Neither did I commence this review till I had informed the author of my intention, on two separate occasions. I had two objects in view; the one was to determine whether Mr. Marks had a clear idea of all that was in the Essay, and, if he had, by my criticising those portions that were intelligible to me, it would draw forth from the author explanations, and the sense would appear, perhaps; the second was to exchange views with the author, through the TEACHER, on the subject which he seems to have studied so faithfully. How Mr. Marks has treated my most worthy motives, the readers of the TEACHER have already seen. I have been most scrupulously careful to keep within the bounds of legitimate controversy. The future must show as to whether Mr. Marks has a single definite idea of what the Normal Essay contains. His evident misconceptions of the true nature of inductive methods; his ignorance as to whether Inductive

process or Deductive process furnishes principles; his violation of the simple *law* of Pharcimony in the accumulation of methods without any distinction to establish them upon; his utter incapability of establishing a single logical conclusion without its being intensely mystified; his assertion as to the Deductive method's being in the most rigid sense mechanical, and many other things as unphilosophical, illogical and unreasonable, show that Mr. Marks attempted that which was vastly above his intelligence and capacity to conduct to any successful conclusion.

WM. W. HOLDER.

(To be continued.)

TEXT-BOOKS.

HON. O. P. FITZGERALD—*Dear Sir:* I wish to say a few words in regard to the change of books and to the objections raised by parents on the ground that it costs so much to be purchasing new books so frequently for their children. Never before have I seen the subject in so plain a light as at present, and I think the fault lies not nearly so much with the State Board of Education or with teachers, as many parents seem to think, or with others who have argued so strongly in favor of a change, as with our country storekeepers.

There are persons in San Francisco who are not averse to desiring and asking a large profit on the money expended, but country storekeepers certainly take an almost *wicked* advantage of the school children and their parents, far surpassing, in this respect, their city brethren. In San Francisco monopoly is prevented to a certain extent, but in the country opposition is almost out of the question and we are at the mercy of these storekeepers. I wish to know if teachers in the country cannot purchase books at a reasonable rate by sending, though not personally known, to dealers in your city. Not having seen all of the books adopted by the State Board we cannot tell, without examination, which are best suited to our classes. For example, which is best for us, Robinson's "Rudiments" or his "Practical," or how much difference is there between Brown's "First Lines" and his "Institutes." Would it not be possible to have books sent us and then, if not suitable, to return them, sending our money when quite sure that the books will answer our purpose?

Let me give a few instances of prices parents are obliged to pay in my neighborhood: For writing books, 25 cts., while I know they can be purchased at wholesale for half that sum; for readers, second, 50 cts.; for first, 35 cts.; while Sacramento who is "old enough and big enough," if I may be allowed the expression, to be a little more reasonable, asks 80 cts. *for a fourth reader.* I could give names but it is not desirable, I think. When school children are obliged to pay these prices; when from

$1.00 to $1.50 is demanded for a practical arithmetic which is used only for a few short weeks, indeed, as we know in more than one case, for a few short *days* and then thrown aside for a new one, is it strange that parents should grumble at a change of books?

For my part, I think it is time for the schools to *co-operate* and purchase their own books and not allow these grasping storekeepers to rob them of every penny.

I have written the above in a spirit of indignation that such a state of affairs should exist, and if it should seem worthy a place in the TEACHER I would be glad if you should assign it a position, withholding name of writer and any other part you may see fit.

Very respectfully,

"ANOTHER SOLUTION."

EDITORS CALIFORNIA TEACHER:—I see that Mr. Thomas Biggs, of Bodega Corners, sends to your April number what is headed, "Another Solution" of the problem to find the dimensions of the maximum cylinder which can be inscribed in a given right cone. He says: "It may be interesting to some of your readers to see a demonstration, by a very simple geometric process, of the erroneousness of the solution offered by a correspondent in the December number of the TEACHER."

It *would be* interesting to see that erroneousness; but, after having read the contribution by Mr. Biggs, which he justly characterizes as "very simple," I have "failed to see it."

He says that your correspondent "directs to take the upper point of tri-section of the side of the cone." If Mr. Biggs understands "the side of the cone" to mean its slant-height, your correspondent did no such thing, but he found the *altitude* of the maximum cylinder to be one-third of the *altitude* of the cone (not one-third its slant-height) and the radius of the base of the cylinder to be *two*-thirds of the radius of the base of the cone.

Mr. Biggs continues: "He appears to fail of perceiving that an equal cylinder is inscribable from the other point of tri-section." I fear that your correspondent is still in that failing condition. Mr. Biggs then adds: "This problem is obviously reducible to the following: Required the maximum rectangle inscribable in an isosceles triangle." This last assertion of Mr. Biggs is very remarkable; it is remarkable that a man could comprise so much error in so few words. However, he proceeds with much confidence to find the maximum rectangle which can be inscribed in a given triangle. He assumes its height, or altitude, to be one-half of that of the triangle, and then proves its area to be greater than that of another inscribed rectangle having a greater height; after which he *asserts* that we would find a similar result for *all other* inscribed rectangles. But this is not proof.

Mr. Biggs should remember the homely adage, that "*one* swallow does not make a Summer."

It *is true*, however, that the maximum rectangle which can be inscribed in a triangle is the one having half the altitude of the triangle; and this can be proven by reasoning which is logical and exhaustive.

But granting that Mr. Biggs has found the maximum inscribed rectangle your correspondent, I fear, "fails of perceiving" that its revolution would generate the maximum cylinder. Before doing so it would be necessary to admit, as a principle of mathematics, that two cylinders have the same relations to each other as homologous surfaces of the two bodies.

The existence of such a principle was not suspected by Euclid, nor Descartes, nor Newton, nor Legendre, nor by the many celebrated writers on Geometry of the present or preceding ages.

In short, Mr. Biggs might have saved himself all the trouble which he took to be "interesting to some of your readers" if he had calculated the volume of his maximum cylinder, he would have found it to be equal to $^{(*)}\frac{\tilde{n}\, a\, b^2}{8} = \frac{4\, \tilde{n}\, a\, b^2}{32}$, while the volume of the cylinder which really is the maximum is $\frac{4\, \tilde{n}\, a\, b^2}{27}$.

Your correspondent of December would "fail of perceiving" that $\frac{4}{32}$ were greater than $\frac{4}{27}$.

ORAL LESSONS IN LONGITUDE.

BY BERNHARD MARKS.

Those who recognize the value of a *mental drill* in any topic of Arithmetic, will not be slow to acknowledge the benefit to be derived from a mental drill in Geography.

The character of the *oral* teaching in Longitude must necessarily depend in great measure, upon the appliances at hand, and the ingenuity of the teacher; but the *mental drill* which comes, or ought to come, after the explanatory instruction, and which is so useful in vivifying that instruction, is a part of the work which need never be neglected for want of apparatus or ability on the part of the teacher. And yet this mental drill in Longitude is seldom given, because nothing of the kind occurs in either the current geographies or arithmetics. I have prepared for this purpose the following lessons, which I hope will prove acceptable to my sister and brother teachers. The absolute correctness of the data is not claimed, nor is it any more important than the *real* prices of the articles which are made the subjects of calculation in the arithmetics.

*Used to represent the Greek letter *Pi*.

GIVEN THE TIME TO FIND THE LONGITUDE.

Teach the class to *construct*, not *memorize*, the following table :

24 h. = 360 deg.
1 h. = 15 deg.
1 m. = 15 min.
1 sec. = 15 sec.

The meridian of Washington is here considered the prime meridian.

Determine the longitude of each of the following places :

FOR MENTAL SOLUTION.

When it is noon at Washington, it is—

1—Two minutes past at Annapolis ;
2—Four minutes past at Norfolk ;
3—Four minutes before at Wilmington ;
4—Eight minutes past at Philadelphia ;
5—Two minutes before at Richmond ;
6—Twelve minutes past at New York.

FOR THE SLATE.

7—Fifty-two minutes past eleven A.M. at Lynchburg ;
8—Forty-six minutes past eleven A.M. at Wheeling ;
9—Twenty-four minutes past twelve P.M. at Boston ;
10—Thirty-four minutes past eleven A.M. at Milledgeville.

FOR MENTAL SOLUTION.

11—When it is noon at Philadelphia, and eight minutes to 12 A.M. at Washington ;
12—Twelve at Lynchburg, and eight minutes past at Washington;
13—Twelve at Boston, and thirty-four minutes past eleven A.M. at Washington ;
14—Twelve at Nashville, and twenty minutes to one P.M. at Washington.

FOR THE SLATE.

15—Two at Washington, and 12 minutes past one at Cairo ;
16—Two at Washington, and twenty minutes to three at Eastport;
17—Four at Washington, and four minutes to four at Quito ;
18—Six A.M. at Washington, and twenty-four minutes after six at Santiago ;
19—Noon at Washington, and eight minutes past five P.M. at Greenwich, Lon. of W.
20—Noon at Greenwich, and fifty-two minutes past 6 A.M. at Washington ;
21—Noon at Washington, and two minutes to nine A.M. at San Francisco ;
22—Longitude of San Francisco from Greenwich ;
23—Noon at Washington, and twelve minutes past five P.M. at Paris.

24—Longitude of Paris from Greenwich ;
25—Noon at Washington, forty minutes past twelve at Eastport, and twenty minutes past eleven at Nashville. Difference of longitude between Eastport and Nashville.
26—Sacramento is one degree east of San Francisco. Longitude of Sacramento from Washington ; from Greenwich.

GIVEN THE LONGITUDE TO FIND THE TIME.

Teach the class to construct the following table :

360 deg. = 24 h.
1 deg. = 4 min.
1 min. = 4 sec.

FOR MENTAL SOLUTION.

Determine the time at each of the following places, *when* it is noon at Washington.

1—Annapolis, thirty min. east ;
2—Richmond, thirty min. west ;
3—Norfolk, one deg. east ;
4—Wilmington, one deg. west ;
5—Philadelphia, two deg. east ;
6—Lynchburg, two deg. west ;
7—New York, three deg. east ;
8—Wheeling, three and-a-half deg. west ;
9—Boston, six deg. east ;
10—Milledgeville, six deg. thirty min. west ;
11—Philadelphia, two degrees east—time at Washington when it is noon at Philadelphia;
12—Boston, six deg. east—time at Washington when it is noon at Boston ;
13—Longitude of Boston and Santiago, six. deg. east. When it is 5 P.M. at Boston, what is the time at Santiago ?

FOR THE SLATE.

14—New York, three deg. east. San Francisco, forty-five and-a-half deg. west ; when it is noon at New York, what time at San Francisco?
15—Noon at San Francisco, what time at New York ?
16—Washington, 77 deg. west of Greenwich. What is the time at San Francisco, when it is noon at Greenwich ?

STANISLAUS COUNTY TEACHERS' INSTITUTE.

The Stanislaus County Teachers' Institute convened in accordance with the call of County Superintendent, B. F. Haislip, in the public school building, Modesto, at 10 o'clock, A.M., Tuesday, March 21, 1871.

The following teachers were reported present: J. P. Vincent, J. H. S. Jamison, W. S. Scott, J. T. Davies, T. J. Goin, J. C. Rodgers, A. C. Barbour, M. W. Woodward, W. F. Clark, S. H.

Bond, Miss Mollie Merritt, Miss Frances Adams, L. S. Burchard, Miss Valeria Prather, Miss Mary J. Hamilton, J. B. Davis, C. C. Haislip, O. Sanders, T. A. Rodgers, R. A. McLean, Rev. J. Miller, L. Miller, J. Lewis, J. W. Smith, T. A. Saxon and W. J. Lander.

The Institute was called to order by Superintendent Haislip.

The morning exercises commenced with music by the choir—"Choral Salutation"—after which prayer was offered by Rev. Mr. Hamilton.

J. T. Davies was elected Vice President, and T. A. Rodgers and R. A. McLean, Secretaries.

Supt. Haislip delivered a short address in reference to the objects of the Institute, and the duties of teachers. He then introduced Prof. Carr, of the State University, who delivered an instructive address on the duties of teachers.

The Professor was followed by Vice President Davies on the same subject.

Prof. Carr again came forward and delivered a lecture on Physics, which he illustrated by means of chemical experiments. During the course of his lecture, he explained the method of performing those experiments with simple apparatus, within the reach of every teacher.

The Chair then appointed the following Committees:

Committee on Programme—J. P. Vincent, L. Miller and J. H. S. Jamison.

Committee on Resolutions—Rev. J. Miller, A. C. Barbour and J. W. Smith.

Committee on Introduction—Miss Mollie Merritt, Miss Valeria Prather, L. S. Burchard and C. C. Haislip.

The Institute then adjourned until 2 o'clock, P.M., after the singing of "Little Maud" by the choir, which was well executed.

AFTERNOON SESSION.

The Institute met pursuant to adjournment at 2 o'clock, P.M., Supt. Haislip in the chair. "Altogether" was rendered by the choir, which was followed with prayer by Rev. Mr. Hamilton.

On motion, Mrs. Whitmore, Miss Whitmore, Mr. Halch and Mr. Grollman, members of the choir; Mr. Spencer, editor of the Stanislaus News; Rev. Mr. Hamilton, and all other ministers of the Gospel who may be present during the session of the Institute, were enrolled as honorary members of the Institute. After which the following resolution was adopted:

Resolved, That it is inexpedient to do away with corporal punishment in public schools.

The exercises of the afternoon session closed with music by the choir—"Tenting on the Old Camp Ground." Adjourned until 7 o'clock, P.M.

EVENING SESSION.

The Institute was called to order at 7 o'clock, P.M., Supt.

Haislip in the chair. Singing—"Hazel Dell." Prayer by Rev. Mr. Miller.

Prof. Carr delivered another of his interesting lectures, subject —"Oxygen," illustrating the various combinations in which it existed.

Miss Merritt then favored the audience with a solo—"The Lazzaroni Maid,"—accompanied on the guitar by Mr. John B. Davis, which was beautifully performed and highly applauded.

The "Spirit Land" was then sung by Miss Hamilton, to her own accompaniment on the organ.

Prof. Carr continued his lecture by the application of the subject to the laws of health, commenting on the evils attending badly ventilated school-rooms and other buildings.

Music by the choir—"Flow Gently, Sweet Afton." Adjourned until 10 o'clock, A.M., to-morrow.

WEDNESDAY, MARCH, 22, 1871.

Institute met at the appointed hour; B. F. Haislip in the chair. Opening exercises, music—"Star Spangled Banner,"—which was well rendered, and elicited much applause. Prayer by Rev. Mr. Miller.

Roll call—Following additional teachers enrolled: E. R. Crawford, Miss M. A. Thomas, D. B. Warfield, of Merced county; Mrs. Chapin, Miss E. A. Terry, and E. M. Stuart.

Prof. Carr, then delivered an instructive lecture on "Education," which received marked attention.

Music, Scotch solo—"What's a' the steer kimmer,"—was admirably rendered by Miss Mollie Merrit.

Essay on the "Dignity of the Teacher's Profession," by Miss Hamilton, in which she proved herself not only an able essayist, but one who fully comprehends the responsibility of the teacher's position.

An open discussion on Reading and Spelling followed, which was participated in by numerous members of the Institute.

By request, Prof. Carr made some interesting remarks on "School Discipline."

Music—"Come where my Love lies Dreaming,"—was ably and creditably performed by the choir, and met with well-earned and merited applause by an appreciative audience.

Adjourned until 2 o'clock, P.M.

AFTERNOON SESSION.

At 2 P.M., Institute called to order by Supt. Haislip. After music by the choir—"When the Swallows homeward Fly,"—prayer was offered by Mr. Bond.

Prof. Carr delivered another of his interesting series of lectures on "Popular Science," during which Professor Allen, of the State Normal School of Wisconsin, and Dr. O. P. Fitzgerald, State Superintendent of Public Instruction, arrived.

After the close of Prof. Carr's lecture, Dr. Fitzgerald was in-

troduced, and enthusiastically welcomed by the audience. After delivering a short address, he gave place to Prof. Allen, who entertained the Institute with an amusing and instructive discourse on school topics.

Music by the choir--"Annie Laurie." Adjourned until 7 P.M.

EVENING SESSION.

Institute met pursuant to adjournment, Supt. Haislip in the chair.

By request, the choir again sang "Come where my Love lies Dreaming," which, if possible, elicited greater applause than before. Prayer by Dr. O. P. Fitzgerald.

Prof. Allen delivered a lecture on "Education," a subject which he handled in a masterly manner, to the edification of an audience upon whom his keen witticisms and good hits were not lost.

Miss Freeman, Miss Morse, Messrs. Morse and Kett then favored the audience with vocal music--"Meet me by the Running Brook."

Prof. Carr then delivered the last of his series of lectures (a continuation of chemical experiments attended with practical application), which, if possible, proved more interesting and instructive than any of those previously delivered.

On motion, a vote of thanks was tendered Prof. Carr for his untiring zeal in promoting the success of the Institute.

The exercises of the evening closed with the singing of "America," by the audience. Adjourned until 9 A.M., to-morrow.

THURSDAY, MARCH 23, 1871.

The Institute met at 9 o'clock, A.M., Supt. Haislip in the chair. "Soft o'er the Fountain," by the choir. Prayer by Dr. Fitzgerald. Roll-call, which showed a full attendance. The journal of Wednesday read and approved.

Owing to the unavoidable absence of Supt. Haislip, Dr. Fitzgerald assumed the chair.

Prof. Allen now came forward and delivered a very amusing and instructive address on "Reading."

Mr. Saxon, of Langworth, was introduced, who read an extract from Gil Blas. His impersonation of the characters represented showed him to be an experienced elocutionist.

Dr. Fitzgerald then addressed the Institute on "School Discipline."

Miss Whitmore and Mr. Davis performed an instrumental piece with fine effect.

"Hark to the distant Bugle" was sung by Miss Morse and Mr. Morse.

Prof. Allen was called for, and responded by continuing his remarks on Reading.

Music.—"Listen to the Mocking Bird." Adjourned until 2 o'clock, P. M.

AFTERNOON SESSION.

Institute met pursuant to adjournment, at 2 o'clock, P. M., Dr. Fitzgerald in the chair. Music—"What are the Wild Waves Saying,"—by the choir.

An opening discussion on School Programme took place; after which the following resolution was offered and carried.

Resolved, That it is better to hear the reading classes in the morning than in the afternoon.

Prof. Allen then lectured on "School Discipline," after which he explained a few doubtful points in Natural Philosophy.

Dr. Fitzgerald proposed for the consideration of the Institute the following question: "Would it not be better for the *whole* State to be taxed sufficiently to keep a ten months school in every district in the State, rather than continue the present system of taxation, and the present limited term of teaching?"

Supt. Haislip made a few remarks in support of the ten months term, followed by Mr. McComas, a School Trustee, also in support of the same proposition.

Mr. Spencer, of the STANISLAUS NEWS, was called upon, and responded in a short but eloquent address in the affirmative.

Dr. Fitzgerald followed with some interesting facts concerning the late beneficial changes which have been made in the school law, and expressed himself in favor of a more simple and less expensive system of collecting school taxes.

The report of the Committee on Resolutions was read and the following were adopted:

Resolved, That we recognize in the State and County Institutes, efficient means of acquiring the proper theory and practice of teaching, and deem it the imperative duty of every teacher to attend such State and County Institutes.

Resolved, That we heartily indorse the action of the State Legislature in remodeling the School Law, so as to secure eight months of school in each school year.

Resolved, That the State Board of Education is entitled to the thanks of every taxpayer, for its action with regard to text books, by which the number has been diminished, the cost lessened, and the character improved.

Resolved, That the frequent change of teachers is detrimental to the best interest of our public schools.

Resolved, That it is the opinion of this Institute, that a certain amount of time not exceeding five school days in each school year, should be allowed each teacher, to visit the schools of his county, in order that he may become better acquainted with the different methods of teaching.

Resolved, That more prominence should be given to the elements of Natural Science in our public schools.

Music by the Choir—"Beside the Grave of Jennie."

Adjourned until 7 o'clock, P. M.

EVENING SESSION.

Institute met at 7 o'clock, P. M., Vice President Davies in the chair. Music by the choir—"Silence."

An able lecture, on the well-chosen subject of "Schools and School Officers," was delivered by Dr. Fitzgerald, to a large and attentive audience. His remarks were appropriate and pertinent,

and drew out continued rounds of applause as he administered the "intellectual lash" to wincing and derelict school officers, who had taken upon themselves the responsibility of conducting educational interests, but had, unfortunately fallen wide of the mark.

Instrumental Music by Messrs. Munger, Davis and Barbour; also, by Mrs. Warder and Mr. Davis.

The following resolution was then offered and adopted:

Resolved, That the thanks of the Institute be tendered to our State and County Superintendents, Professors Carr, of the State University, and Allen, of the State Normal School of Wisconsin, to our excellent choir, and all who have in any way added to the interest of the Institute.

Recognizing the eminent ability of Prof. Allen, he received the invitation of the Institute to make his permanent residence in Stanislaus County.

The journal of Thursday was read and approved.

Supt. Haislip then delivered the closing address, in which he bade the teachers of the county God speed in their work and labor of love; and urged upon the patrons of schools the pressing necesssty of co-operating with their teachers to the fullest extent.

The appropriate closing exercise "Home, Sweet Home," was sung by the audience. After which the Institute adjourned *sine die*.

T. A. RODGERS,
R. A. MCLEAN, } Secretaries.

SCHOOL INSTRUCTION IN THE UNITED STATES.

THE following is translated from "Steiger's (German) Literary Monthly Report":

"The last Annual Report of the Commissioner of Public Instruction, Barnard, comprising six hundred pages, contains the most complete exhibit of all the data concerning the above subject, which have ever been collected. What surprises us most, in the Report, is the extreme liberality with which instruction has been provided for the growing generation, as the school expenses are quoted at about sixty-one millions. This sum, however, is by no means equally distributed upon the individual States. While in Nevada, instruction costs $19.17 per head, in Massachusetts $16.45, in California $11.45, in Connecticut $10.29, the expense for each child in Tennessee, Florida, Kentucky and North Carolina, varies from 91 to 48 cents! Nor does the result, in the aggregate, correspond with the pecuniary outlay. The average number of children attending the public school institutions during the past year, amounted to 3,377,069, while the number who should but did *not* attend school, amounts to 4,843,568. The School Superintendent of San Francisco estimates the number of children roaming about the streets at 2,968. In Wisconsin, the

number of children growing up without school instruction, aggregates 50,000; in Pennsylvania, 75,000; in Philadelphia alone, there are said to be 20,000 children who receive no instruction; while in the City of New York, the number is variously estimated at from 20,000 to 60,000. In Delaware, three are neither normal schools nor school laws; every community may or may not institute schools, just as they feel disposed.

"The instruction of the Indians, too, in proportion to the results attained, costs a most exorbitant sum. Including Alaska, the entire Indian population is computed at 380,620, of which 95,000 are, in the proper period, to receive instruction. The actual number of pupils, however, only amounts to 6,904, with 194 teachers in 153 schools, for which partly by the State, partly by religious societies, and partly by the Indians themselves, $289,027 are annually expended, so that the expense, per head, amounts to about $42. Since 1808, there has been applied to the instruction of Indians, about $8,000,000."

C. C. Cummings.

DO AS YOU WOULD BE DONE BY.

There was an excellent article in the March Teacher, entitled "What shall we do with them?" Against it, I have heard but one objection: that it does not fully answer the question propounded.

But classes of idiosyncraises are so modified by individual characteristics that it is almost impossible to indicate any exact course for any particular experience. The painter might as well be expected always to give the same color to an evening sky, without any reference to the effect of light and clouds. Yet if any *one* rule could possibly answer the requirement of each individual case, it would be: Put yourself in the pupil's place, and then do as you would be done by. But some may object—advancing the impossibility of imagining themselves such pieces of inert stupidity as the lazy scholar is represented, and as all teachers know him to be. Happy individuals if they have found every subject presented to them a subject of interest; if there is nothing, even to-day, that meets their sight or touches their world of thought, from which they turn with carelessness or dislike.

No poet, no writer of romance, no tragedian, ever needed the gift of imagination as does the successful teacher. The teacher should be a moral prism of light, separating truth into its multiform and beautiful parts, flashing their beauty before dull eyes, until the dull eyes reflect some thought that may win an instant and hearty approval. O, the power and blessedness of that hearty approval! Its worth cannot be fully measured, whether applied to the lazy scholar or the fidgety one, the sulky scholar

or the merry one, even for the hateful boy, an honest desire to find some good in him, and an honest, hearty appreciation of that good will provoke a desire to earn further praise.

But usually, do not teachers reproach oftener than praise their pupils? If they would examine their own hearts and note there the effect of censure and the result of approval I think they would be shocked at the wrong they are doing little children. Not that errors should be permitted to pass unrebuked, but that a distinction should be made between the offense and the offender—that the offender may recognize the personal kindness of the teacher—even while the offense receives the deserved punishment. Surely a sincere desire to find matter to approve rather than to blame, will create an atmosphere inimical to evil but friendly to all good.

OCCASIA.

A PEDAGOGUE AT HOME.

KIND READER, I beg the pleasure of introducing myself to you as a venerable pedagogue, privileged, I presume, to use the Latin *Ego*, and to extol my many good qualities of head, heart and muscle, for I assure you my pedagogical bump of self-esteem is well developed, whether owing to my precociousness in youth or to the cat-o'-nine logic of my early instructors, is a matter of doubt. It is meet and just, however, that I should be philanthropic to my colleagues in the great work of educating the nation, by imparting to them the vast experience which I have acquired in the mines of classic l- ore: I need not tell you by way of introduction to the remarks I am about to make, that I have inherited from my aged and intelligent parent an undue proportion of modesty. I am naturally very inquisitive, for, as you are well aware, persons endowed with this rare faculty are the channels through which all good is spoken, and useful knowledge imparted. I suspect you have never seriously thought of the great advantages which a pedagogue must derive from the proper cultivation of this most important of all faculties. Why, my dear friend, it enables you to see, in a peculiar light, all the finer qualities of the human mind—to distinguish between the true and the false—and like the pleasures of light, it fills the mind with the largest variety of ideas, converses with objects at the greatest distance, without being tired or satiated with its proper enjoyments. I pray you, therefore, to receive in a charitable spirit, the counsels which I am about to give, and to put in practice the experience of one whose locks have been whitened by long vigils and unceasing toil.

I presume that it would be amiss for me to state that it is the imperative duty, and consequently essentially necessary, for all who aim at distinction in the noble profession of teaching, that they should inform their patrons and friends of their past his-

tory, of the well-to-do circumstances of their parents, of the luxury and comfort that surrounded them in their youth, of the thoroughness of their early educational drill, of the aptness wherewith they grasped and solved the most abstruse questions of science, and of the grand results which they have achieved by personal ingenuity and shrewdness of character. I would advise you to lay particular stress upon the names of the institutions in which you were educated, of the learned professors whose profound knowledge you have imbibed, and of the distinguished men who were formerly your chums and bosom friends. Never lose sight of the fact that men are judged by their society.

A teacher should at all times and under all circumstances, be diligent to do justice to his finer parts ; he should always see, in his imagination, something uncommon ; what intelligent people call bright, instead of being selfishly modest and retired. Remember that the eyes of a discriminating public are upon you, and that as you appear, so shall you be judged. Be dignified, walk with a slow and measured tread, speak in a very low and solemn voice, allowing each word to be lost in the echo 'ere you attempt to utter a second, for it inspires those who surround you with a holy awe for the exalted position you hold in society, and to look upon you as a living depository of wisdom and knowledge. Be very circumspect and distant in manners—keep a cold reserve upon all occasions, the surest means of winning the love and esteem of your inferiors ; take heed lest you should exhibit any weakness, such as smiling or joking, for it detracts greatly from the dignity of your honored profession. In conversation, be slow to introduce any common-placed subject; be choice in your topics; never use the vulgar name, "arithmetic ;" call it mathematics. English Grammar is an ordinary expression ; call it Rhetoric, or English Literature; and as for Natural Philosophy, it is an antiquated term; call it Physics; and thus your language will be in consonance with your station in life. Use no small words; seek long and euphonic expressions ; occasionally throw in a choice word from the ancient and foreign languages; all this beautifies your style, and adds interest to your conversation. Words are the signs of our ideas, and ideas expressed are the unfailing signs of the greatness of men's souls. I would like you to bear in mind what the learned Dr. Burnet observes in his Theory of the Earth: That every thought is attended with consciousness and representativeness; the mind has nothing presented to it but what is immediately followed by a reflection or conscience, which tells you whether that which was so represented is graceful or unbecoming.

Thus far have I touched upon the teacher's social relations. It now becomes me to speak of my experience in the class-room, as a teacher, as an executive. On entering your school, you should cast a stern glance upon your pupils; this reminds them of your

authority. Should any disorder exist, in a clear, stentorian voice, bid them be silent; this will impress them with your superiority over them. Always require your children to sit in the same position; should they turn or whisper, pull their ears, or give them a sharp blow upon the head; should a child permit his slate or pencil to fall, cane him well over the knuckles; should he blot or be-smear his writing-book, tear the page out; write upon it either of the euphonic terms *pig* or *blockhead*, pin it to his back, and cause him to stand in a position where all eyes may be fixed upon him; should he accidentally contradict you, tell him politely that he *lies*. Should he be accused of a misdemeanor by one of his companions, whip him severely; never mind his protestations to the contrary; your authority is paramount to all other considerations. Never reason with your scholars, for it makes them too old-fashioned. Let your word be law, and the cane the arbitrator. Be very exacting during the recitations; require your pupils to give their lessons *verbatim et literatim;* should they omit a word, command them to be seated, for they have given sufficient evidence that they are unacquainted with the subject-matter under discussion. Require your pupils to memorize all the rules in English Grammar, in their regular order; the notes and exceptions to the rules should be committed to memory; never be satisfied with mere recitation of the rules, unless they be accompanied with the number and the particular example or illustration given by the author. In geography, never omit the small towns, creeks and hills of any county, state or country which they may be studying, relying upon the principle that "He that is particular in small things will be exact in greater." In History, be careful to see that your scholars are familiar with all small details, such as the year, month and day upon which such events have taken place. I should require them to memorize the chronological table. Never allow your scholars to be idle. Keep them busy at school, and give them plenty to do at home. Never give them short lessons, for the life of man is too precious to be squandered in idle pursuits. I consider that every child should have sufficient to do to employ from two to three-and-a-half hours at close study every evening. For the benefit of the young and inexperienced, I will give an example: Let us imagine that A is a boy ten years old; I would give him four pages in history, thirty-five or forty questions in geography, three or four pages in grammar, forty or fifty words in spelling, and about fifteen or twenty problems in arithmetic, and a small map to draw such as the State of California or Texas. To older and more advanced scholars, I would regulate their lessons accordingly. You will find that this judicious arrangement, if persevered in, will develop and enlarge the minds of your scholars, and eventually astonish the parents. When you are explaining or expatiating upon any topic, never allow your scholars to make an allusion as to any particular the-

ory or method which they may have received from their former teacher. Condemn it immediately, and prove to them that he was wrong, or that he knew nothing at all about it. Let your particular aim be to uproot every idea or principle which he may have instilled into their minds, and to implant your own. There is nothing like originality in teaching. Always look upon your own methods as being superior to any one's else. Never lose an opportunity to show your scholars how deficient their former teacher was in this study and that science; contrast yourself with him, and show your superiority. Speak frequently of the low standard of scholarship; of the imperfect discipline, and of the demoralized condition of affairs which you found on taking charge of the school. In a word, show that out of chaos you have brought perfection, never omitting to attribute the former state of affairs to the inefficiency and lack of executive ability on the part of your predecessor. By this means you will win an enviable reputation. Should parents call upon you, be sure that you contrast your methods of teaching with those of other teachers. Speak to them of your long and successful experience in teaching, and of the great misfortune which they must have endured during Mr. So and So's stay among them. Call upon your Trustees and County Superintendent as often as possible; make them understand that you are charmed with the interest they take in your school, and show them that they are fitted by nature to occupy the responsible positions that they hold, and that it would be a public calamity should they withdraw from their field of usefulness. Tell them in confidence how superior they are to their predecessors, morally, intellectually and executively. You will thereby win their esteem and gain many friends who will be ever ready to defend you in an evil hour. Last, but not least, try to impress upon their minds the fact that there is no teacher in the county or State who labors more arduously and perseveringly than your humble self.

One more word, and I will have done. It is an antediluvian idea to imagine that "Knowledge is power." Wealth is power. I would therefore advise you to visit and make intimate friends of the parents of those children who are noted for their aristocratic position in society. Coincide with all their views; flatter their children; overlook their little ones' defects in the class-room; and should there be any position of honor in the school, show your appreciation by conferring it upon them. Praise those children in your class who are well dressed; smile upon them, and when occasion presents itself, call them by sweet pet names. Now, kind reader, I have done, trusting that the recital of my experiences will serve you as a guide in the most self-sacrificing and soul-trying profession on this earth.

An agreeable person is one who agrees with you.

EDUCATION AS A REFORMATORY AGENCY.

Hon. O. P. FITZGERALD, Supt. Public Instruction: Please publish the following in the CALIFORNIA TEACHER:

Article 10 of the Declaration of Principles of the late National Congress on Prison Reform, reads thus:

"Education is a vital force in the reformation of fallen men and women; its tendency is to quicken the intellect, inspire self-respect, excite to higher aims, and afford a healthful substitute for low and vicious amusements. Education is therefore a matter of primary importance in prison, and should be carried to the utmost extent consistent with the other purposes of such institutions."

Article 35 reads:

"It is our conviction that one of the most effective agencies in the repression of crime, would be the enactment of laws by which the education of all the children of the State should be made obligatory. Better to force education upon the people than to force them into prison to suffer for crimes of which the neglect of education and consequent ignorance have been the occasion, if not the cause."

Yours, very truly,

JAMES WOODWORTH.

PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION.—After much unavoidable delay, the Publishing Committee of the National Educational Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland, in August last. The volume will contain the larger part of the papers presented before the convention, and full stenographic reports of the discussions following the same. Among the papers are the addresses of Presidents John Ogden, of the Normal Association, and D. B. Hagar, of the Teachers' Association; report of Dr. J. W. Hoyt, Chairman of Committee on National University; report of Prof. W. F. Phelps, of State Normal School, Winona, Minn., on *Course of Study for Normal Schools;* paper of Eben Tourjeé, Mus. Doc., of the New England Conservatory of Music, entitled *A Plea for Vocal Music in Public Schools;* paper of Superintendent E. A. Sheldon, of Oswego, on *Primary Instruction;* paper of Miss Delia A. Lathrop, Principal of Cincinnati Normal School, on *The Place and Value of Object Lessons;* paper of Superintendent W. T. Harris, of St. Louis, on *Text Books;* and of Prof. J. H. Blodgett, of Rockford, Ill., on *Grammar in Common Schools.* The full reports of the discussions following these papers will give to this volume a value not possessed by any previous reports of the Association, or indeed by any other volume of the kind hitherto published in this country.

The report will also contain the addresses of Hon. F. A. Saw-

yer, U.S. Senator from South Carolina, on *Free Common Schools —What they can do for a State;* of Gen. Eaton, National Commissioner of Education, on *The Relation of the National Government to Public Education;* and of Superintendent J. L. Pickard, of Chicago, on *Physical Culture.*

It is expected that the volume will be ready for distribution to members soon. Those not members of the Convention can be supplied with copies at $1.00 each, by forwarding their address and money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois. For the Committee:

S. H. White, Chairman.

REPORT OF PUBLIC SCHOOLS.

ROLL OF HONOR.

Bidwell Bar School District, *Butte County.* Emma A. Gass, Teacher.

November.—Melissa Clinton, Esther A. Clinton, Mary Totman, James Totman, Lottie Reagan, Emma Bendle, Willie Forman.

December.—Willie Herrin, Esther Clinton, Melissa Clinton, Joseph Brooks, Emma Bendle, Leah Bendle, Delos Reagan, Lottie Reagan.

January.—Melissa Clinton, Mary Totman, Edgar Bendle, DeWitt Clinton, Chester Totman, Willie Herrin, Lottie Reagan, Bryant Foreman, Emma Totman.

February.—DeWitt Clinton, Delos Reagan, Melissa Clinton, Esther Clinton, James Totman, Willie Herrin, Emma Bendle, Lottie Reagan, Hugh Foreman.

March.—Annie Reagan, Elbert Bendle, Eddie Greene, Chester Totman, Melissa Clindinin, Lottie Reagan, Edward Bendle.

San Antonio Public School, *Marin County.* N. H. Galusha, Teacher. Month ending March 31st, 1871. Spencer Rutherford, Mary Bradley, P. T. Bradley, James Pemberton, Nehemiah Fine, Fred. Nawert, Henry Nawert.

Birchville Public School, *Nevada County.* James A. Ford, Teacher. Term ending March 31st, 1871. Katie O'Conner, Emma Powell, Lydia Parshley, Michael O'Conner, Andrew Powell, Mary J. Bynon, Sallie Thomas, Patrick Maroney, Sarah O'Conner, Lucy Allison, Minnie Allison, Willie Reesce, John Doyle, Edgar Mull, Thomas Reesce.

North San Juan Grammar School, *Nevada County.* T. J. Lyon, Teacher. Term ending March 3d, 1871. Sarah Williams, Gracie Hesseltine, Carrie McCoy. Harrold Spooner, Samuel McNeill, Frank Reed, Thomas Harris, Andrew Carion.

Harmony District Public School, *Tulare County.* Mrs. Emilie J. Hunsaker, Teacher. Term ending January 11th, 1871. Misses Jewell F. Shuey, Martha Light, Jerusha Fullwiler.

BENEFITS OF NORMAL SCHOOLS.

We take the liberty of publishing the following extract from a letter written by a gentleman who was in the California State Normal School but six months. A comparison of the advantages of six months with those of a full course, would make the case still stronger. Good teaching demands good preparation as well as good natural ability. It is a very common phenomenon —and *phenomenon* it certainly should be considered—to see men doing poorly yet thinking they are doing well; and when instructed in a better way, they feel and express surprise at former acts and beliefs. The letter addresses the Principal thus:

"I can now *fully* appreciate the great value of the Normal School. I taught, before I attended that school, and gave good satisfaction, but how I did it I cannot tell. It seems to me now, that I never knew how to teach, before I heard your invaluable instruction in the different methods of presenting subjects to the minds of children, and the different methods of school government and school discipline. I seem to have better success now than I ever had before. I have adopted and tested many of your suggestions and found them very practicable and appropriate—they have been applied in classifying, in hearing recitations, and in school government.

"I am using the roll of honor and the self-reporting system, and I think each is doing good.

"I shall never be contented until I am a graduate of the State Normal School, an honor of which I shall ever be proud. Then look for me in June of 1872."

EDUCATION.—In education, as in the arts and sciences, and as in virtue itself, there are three things to consider: nature, instruction, and custom or practice. Nature without instruction is blind; instruction without nature is faulty; practice without either of them is imperfect. For as in farming there are necessary good land, a good husbandman, and good seed, so must good natural endowments have the assistance of good teaching and admonition.

KNOWLEDGE AND GOOD NATURE.—From the "Little Chief":

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the blossoms,
Kind deeds are the fruits;
Love is the sweet sunshine
That warms into life,
For only in darkness
Grow hatred and strife.

Miscellanea.

Examination Tests.—These tests largely determine the character of school instruction. If they are narrow and technical, the instruction will be narrow and technical; if they run in a groove, the instruction is grooved—and especially is this true where the results of examinations are used to compare schools and teachers. Indeed, it may be stated as a general truth, that the instruction of a corps of pupils is not much wider or deeper than the tests by which it is measured. Teachers very soon see that their standing depends on their meeting these tests, and the result is that they work for the examination, giving their chief attention to those things which will be included in the tests. When I visited the schools of Philadelphia in 1866, I learned that one of the ward schools, having a lady principal (paid half wages, of course) had the highest standing of any other in the city. I visited the school, and was surprised at the text-bookish, technical character of the instruction. Mensuration was taught for several weeks; the events and dates of United States History were laboriously memorized. I was struck with the importance attached to these things, and asked for the reason. The teacher replied, "I understand your question. The standing of my school depends upon the per centage of correct answers my pupils give to the questions used in the annual examinations. These tests call for certain results, and I am preparing *my wares for the market.* I know I am not doing the work I ought to do, but my standing as a teacher depends upon my success in meeting these examinations." How many teachers are teaching not so well as they know how, but to meet the Superintendent's tests or the tests of the School Board?

Let me again ask whether examination tests are not too much adapted to the instruction? In some schools the questions are made to fit the known character of the teaching. When I taught in Cleveland, years ago, one of the grammar school principals and myself frequently subjected our classes to the same examinations. Instead forming our own questions, we took those used in the schools of Boston, and other cities, though many of the questions were not applicable to our instruction or books. If our classes reached from fifty to sixty per cent. on such questions, we thought it better than an average of ninety per cent. on questions specially adapted to our teaching. Our pupils were not flattered by high per centages, and the School Board and the people were not deceived. Mr. President, I have not taught for several years, but I believe there are no schools in Ohio, in which the classes can stand ninety per cent. and above, on any fair test. These high per centages are only reached by narrow tests and special cramming, and this, too, at the sacrifice of a broad and thorough culture.—*E. E. White at the meeting of Ohio Superintendents.*

A PAPER, read to the Academy of Science, Paris, during the siege, gives some very interesting information about the great cold experienced there and its occurrence in former years. In the fifty years from 1816 to 1866, the average temperature of the month of December has been 3.54° Centigrade above zero, but December, 1870, gave an average 1.07 C. below zero, thus showing how far below the average the cold of last year was. In the Annales de la Société Météorologique, vol. V., 1861, is a paper by M. Renou, "On the Periodicity of Great Cold." In this he shows that about every forty years there comes round a series of cold winters, in general five or six together, of which the central one is the coldest of all. His researches extend back to the fifteenth century, but to take recent times he notices the great frosts and cold winters which group themselves round the years 1709, 1748, 1789–90, and again in 1829–30. From these facts he predicted in 1860 that there would be a group of severe winters round the winter of 1870–71.—*Nature.*

PRESERVING WOOD FROM DECAY.—By the process of Mr. Archibald B. Tripler, of New Orleans, wood is said to be preserved from decay in the following manner: The wood is cut into two or more equal parts or slabs. These pieces are bored at equal distances to receive the trenails to unite them, and they are immersed in a solution of coal-tar and powdered charcoal, either hot or cold, in equal or unequal parts, which not only thoroughly impregnates the slabs with carbon, but coats the surface with an adhesive material, so that when put together their adjacent sides will adhere together, and form interior partitions or walls of antiseptic or preservative agents, extending from one end of each slab to the other. These slabs are then united with trenails, or double pins, in such a manner as to lock them as firmly and solidly as if they were one piece. The timber thus prepared is immersed in a solution consisting of asphaltum, or mineral pitch, 80 parts; sulphur, 5 parts; arsenic, 5 parts; coal-tar, 5 parts; powdered charcoal, 5 parts—in all, 100 parts. This solution will cover the surface, and fill up the joints and crevices between the slabs, rendering them impervious to water, and effectually preventing atmospheric decomposition by insulating it from the decaying influences of the elements.—*Living Age.*

Half the truth may be a lie, in the absence of the other half.

The proverb has it that, "It is never too late to mend." The opposite is equally true—it is never too early; in fact the earlier the better. Takes less thread, and not so many needles or so much patience.

John Knox founded free elementary instruction in Scotland in 1560.

Department of Public Instruction.

"NATIONAL" EDUCATION.

There is a movement in favor of a national organization for common school purposes. The scheme proposed looks to the establishment of a national university, a national series of text-books, a national bureau of education, the appointment by federal authority of State Superintendents, and in a word centralizing at the national capital all power to control educational affairs in these United States.

Though plausible arguments may be urged in favor of such a scheme, we think the experiment would be hazardous. The atmosphere of the national capital is not particularly favorable to the development of the broad and liberal ideas and exalted public virtue necessary for the guardianship of an interest so vital and precious as that of the education of an entire people. Almost inevitably everything there is dragged into the vortex of party politics, and it would be next to impossible to avoid a partisan administration of public school affairs. The moment it became partisan, it would become justly odious to half the people. Every Presidential election would involve peril to the whole system, and thus our public school interests would be a foot-ball to be kicked about by politicians. Unending strife and ultimate failure would be the probable results. Such a catastrophe should not be risked. All parties, as such, would be alike dangerous.

The more fully the principle of local administration is recognized, and the more direct the responsibility of citizens in the management of public schools, the greater will be their affection for them, and the more cordial will be their support. The centralization which gives unity and efficiency to the monarchies of the Old World is opposed to the genius of American institutions. The advantages that might be gained by a departure from our established policy would be more than counter-balanced by the dangers.

The question of popular education may safely be left to the common sense and good intentions of the various communities interested. In California, we are *moving forward* harmoniously and steadily, without any oversight from a bureau at Washington City.

TO SCHOOL SUPERINTENDENTS AND TRUSTEES.

DEPARTMENT OF PUBLIC INSTRUCTION,
SAN FRANCISCO, April 1, 1871.

In consequence of a clerical blunder there is an apparent incongruity between sections thirty-seven and forty of the California School Law. Section thirty-seven says: "Trustees elect shall take office on the first Saturday in July next after their election." Section forty says: "Each Board of Trustees shall, within ten days after the annual *election*, meet at the school-house" for the election of one of their number Clerk, etc.

The intention was, that Trustees should meet and elect a Clerk etc., *ten days after the beginning of the new term of office.*

All concerned will therefore note this, and act accordingly.

Respectfully,

O. P. FITZGERALD,
Superintendent Public Instruction.

PREPARATORY DEPARTMENT OF THE UNIVERSITY OF CALIFORNIA.—This Department of our noble young University, established to meet a pressing want, we are happy to learn is doing well its work of preparing students for the regular University course. All the elementary branches of learning taught in our public schools are pursued in this Department of the University, with additions of the modern and ancient languages. Following is the corps of instructors: Prof. Wm. Swinton, English Grammar; Prof. P. Pioda, French; Prof. F. Soule, Algebra and Geometry; Prof. G. Tait, Latin and Greek; Prof. R. E. Ogilby, Drawing; O. M. Adams, A.M., (Dartmouth) History and Geography; Wm. White, A.M., (Williams) 1st Grade Grammar School Course; Kirk Brier, (Univ. Pacific) 2d Grade Grammar School Course; Theo. Kerr, (Univ. Wisconsin) 3d Grade Grammar School Course; E. Schieroni, A.B., (Univ. Padua) French and Spanish; T. Sohlke, A.M., (Univ. Heidelberg) German; M. Yarndley, Music.

The peculiar disabilities which led to the establishment of the Preparatory Department of the University, will probably pass away with the lapse of time and the multiplication of high schools and colleges on this coast; but so manifest are the ad-

vantages of such a Department, that it may be retained as a permanent feature of the University. Prof. Tait, as Head Master, is managing with energy and skill.

STATE TEACHERS' INSTITUTE.

The State Teachers' Institute will convene in San Francisco on Tuesday, September 5th, 1871. This announcement is made thus early, in order that ample time may be given for *all* the counties of the State to make arrangements for a full gathering of teachers. The Institute of last year was good—let the next be better.

It is the *duty* of all County Superintendents and Boards of Trustees to encourage the attendance of teachers upon State as well as County Institutes. It is the duty of every teacher to attend, if possible. In the proceedings of the Stanislaus County Teachers' Institute published in this number, a resolution pertinent to this matter may be found.

Any counties which may wish to consolidate with the State Institute, may do so by conferring with the State Superintendent.

EDUCATIONAL ITEMS.

Mr. Brannan's Practical Labor School at Calistoga.—Our well-known fellow citizen, Samuel Brannan, Esq., is doing a good thing at Calistoga. He has established a school for boys in which they are instructed in the branches of an English education and at the same time are taught the theory and practice of agriculture, horticulture, pomology, etc., etc. Eighteen youths and boys have been received and employed thus far, and the scheme is working well. That beautiful valley is admirably adapted for such an experiment; its soil is very rich, its productions almost infinitely varied, and its climate delightful. Among the special features of the school farm we noticed with pleasure that the silk culture was receiving particular attention. The growing and manufacture of silk is destined to become one of the chief industries of California. Viniculture is also pursued at Calistoga under peculiar advantages, the soil and climate bringing the grape to perfection of growth and flavor. It was pleasant to see the boys at work. They looked healthy, happy and strong.

This movement of Mr. Brannan is in the right direction. We shall observe its progress with deep interest. There is nothing more needed for our boys than *industrial education*. In our cities and towns they are growing up in idleness by thousands with no prospect but to become curses to society and moral wrecks. It is of no use to give our children "book learning" unless

they are also trained to habits of industry and good order. The man who does not know the alphabet and signs his name with a + mark is a safer depositary of the social welfare and civil liberties of the country than the "educated" bummer or adventurer whose chief aim in life is to live without labor.

Mr. Brannan is in the right track, and we hope others of our men of wealth will follow his leading in this matter. How much better to employ capital in thus preparing boys to become prosperous and useful citizens through the labor of their brains and their hands, than to found Utopian "Universities" by bequests based on impossible conditions, in which provision is made by dying men not for the promotion of a genuine philanthropy, but the gratification of posthumous avarice and vanity! Go on, Mr. Brannan. You have "struck" the best thing of your eventful life.

BACK TO THE OLD HOME.—Our friend A. Morse, Esq., has resigned the office of Superintendent of Common Schools for Nevada County, and has left for his old home on the Atlantic side. Ill health was the cause of his resignation and departure. As editor and as School Superintendent Mr. Morse displayed talents of a high order and all the qualities which win the affection of friends and the respect of opponents. In the discharge of his duties as County Superintendent he brought to bear varied and accurate learning, sound judgment, honest purpose and a generous and liberal spirit. Nevada has been fortunate in the choice of County Superintendents, Mr. Morse's predecessor having been the conscientious, urbane and accomplished Preston. His successor, Mr. White, we trust will prove equally worthy of the important trust committed to him. May contact with the dear old red hills of New England bring back to our friend his lost health, and may his many friends again greet him inside the Golden Gate!

SAN FRANCISCO BOYS' HIGH SCHOOL.—This school is doing a work which shows what can be accomplished by first class ability and hard labor without self-trumpeting or puffery. It is an honor to the city, and as the best feeder of our University, a blessing to the whole State. Thorough work is done by Professor Bradley and his associate teachers. There is no department of our public schools which *pays* better in proportion to the amount of money invested. In the progressive development of popular education among us this school will do an important and indispensable work. Therefore it should be the desire of all good citizens that the city Board of Education may continue a wise and liberal policy in its management.

THE GREAT QUESTION.—By what means shall a ten months' school be secured for every school district in California—the poorer and smaller as well as the larger and richer ones? Let teachers and all friends of education ponder this question, and be ready to discuss it before the State Teachers' Institute, which will meet in San Francisco in September next.

FEMALE COLLEGE OF THE PACIFIC.—We learn that Rev. Dr. Walsworth has purchased property on Lake Merritt, in the suburbs of Oakland, whereon a new building for the Female College of the Pacific will be erected and the school re-opened under the most favorable auspices. We wish our energetic and progressive friend the largest measure of success. The intelligent Oaklanders will cherish such a school.

THE TEACHER.—We have reason to believe that the valuable original contributions which have enriched the pages of THE TEACHER during the present volume have been acceptable to its large circle of readers. A little controversial *spice* is not objected to, so that it does not become *too* pungent, and personalities are eschewed. (*Verbum sat. sap.*) We trust our correspondents will continue their favors, and that all will remember that its pages are free to every teacher and friend of education on the Pacific coast.

STATE NORMAL SCHOOL.—The ordeal of a change in the location of the State Normal School will be passed successfully, if we may judge from the visible indications. Already a considerable number of pupils have made arrangements for the next term. The popular interest in the school was never greater, nor the good will of the people more decided. The new building advances rapidly, and will be ready for occupancy at the time fixed. The work is being done *faithfully*, and when finished, the edifice will be an honor to California. Paties interested will bear in mind that the next term will begin, *at San Jose*, June 14th.

A VETERAN RETIRED.—On account of ill health, Mr. W. J. Dakin has resigned his position as Principal of the Public School at San Andreas, Calaveras County. Mr. Dakin has taught this school several years and has achieved more than a local reputation for faithfulness and ability. His patrons at San Andreas part with him reluctantly, knowing it will be difficult to find another who will *fill* his place.

SUPERABUNDANCE OF LADY TEACHERS.—In and around San Francisco there seems to be a distressing superabundance of lady teachers. A large number are out of employment, and waiting anxiously for engagements. After the beginning of the new school year, we hope they will all be "wanted." The educational market is not overstocked with male teachers.

THE MILLS INSTITUTE.—In a lovely dell in the hills near San Leandro has risen, almost like magic, a building whose grand and beautiful proportions attract the admiration of all beholders. The "Mills Institute" is a noble monument to the excellence of Professor Mills as a teacher and the liberality of his patrons. A community that can establish such a school as this will be in not likely to lag behind in the march of civilization.

UNIVERSITY COLLEGE, SAN FRANCISCO.—The second regular Commencement of this school took place on the evening of Friday, March 31st. Two young gentlemen were graduated, Albert Pissis and Edgar James Lion. They acquitted themselves creditably. The Degrees were conferred by Acting President Veeder. The Address was by Rev. Dr. W. A. Scott, and a sounder or more eloquent production we have seldom heard. The University College, under the patronage of the Presbyterian Church, is flourishing.

SAN JOSE.—Mr. W. B. Hardy has been elected City Superintendent of Schools by the people of San Jose. Mr. Hardy is a practical teacher, a good scholar, and a true gentleman. San Jose is one of the chief educational centers of California, and needs a live, progressive man to do the work of Superintendent of public schools. We are confident that Mr. Hardy will show himself such a man. His election over his talented and genial competitor was a high compliment, of which he must work hard to prove himself worthy.

NEW PUBLIC SCHOOL HOUSE AT HEALDSBURG.—We are glad to learn that a tax has been voted by the citizens of Healdsburg for the erection of a new public school house. This should have been done before. The old buildings are utterly unworthy of that beautiful and prosperous town.

UNIVERSITY OF THE PACIFIC.—The eye of the traveller on the railroad from San Francisco to San Jose is delighted with the architectural elegance of the new building of the University of the Pacific near Santa Clara. This institution is under the patronage of the Methodist Episcopal Church, Rev. Dr. Sinex, President, and cannot fail to take high rank among our denominational institutions of learning.

SANTA CLARA COLLEGE, SANTA CLARA.—This institution flourishes under the care of the Fathers of the Society of Jesus. Its new "theater" or audience hall is an unmistakable evidence of prosperity and enterprise. The history of this school furnishes a remarkable and most encouraging example of what can be effected by concentration of purpose and self-denying labor.

SAN JOSE INSTITUTE.—It is in harmony with the "fitness of things" that the name of Freeman Gates should again appear in connection with this school. He is its founder, and under his management it won a good name and deserved it. Our friend Bird has done a good thing in securing the services of Mr. Gates, and the people of San Jose will do a good thing for their children by sending them to this school. We cordially welcome Mr. Gates back to his profession, and to his former place, and hope the future of the San Jose Institute may be even more prosperous than its past.

BOOK TABLE.

CHANT AND HYMN SERVICE, for Schools. By ASA FITZ, Author of the "American School Hymn Book," "School Service," "School Exhibition," &c. Boston: Published by D. C. Colesworthy, 66 Cornhill.

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Notice of this work was given in a former issue of the TEACHER.

THE SCHOOL DRAMA: Containing Original Dialogues, Songs, Dramatic Plays, Gymnastic Exercises, and Pieces for Declamation. By ASA FITZ. Boston: Published by D. C. Colesworthy, 66 Cornhill. 1871.

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SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
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REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

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2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

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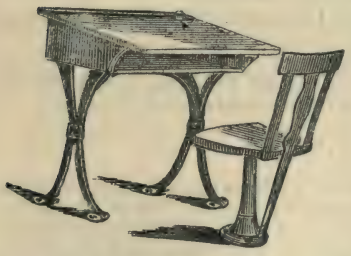

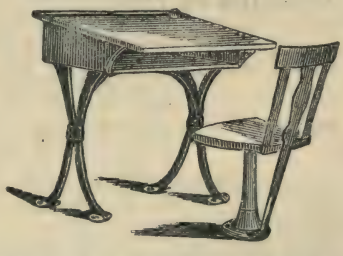

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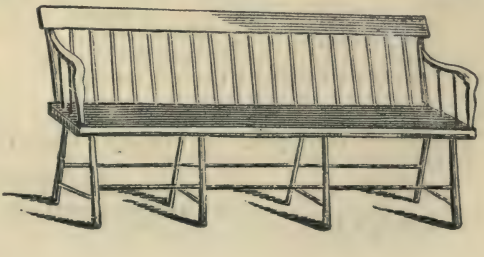

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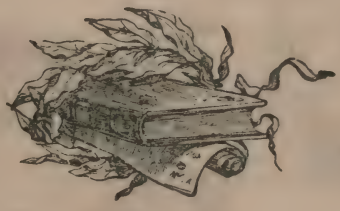

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WORD-ANALYSIS FOR GRAMMAR SCHOOLS.

BY PROF. WILLIAM SWINTON, OF THE UNIVERSITY OF CALIFORNIA.

A TWELVE-MONTH ago, the writer of this paper published in the CALIFORNIA TEACHER an article on the School-Study of English words. That article treated of the *difficult* part of our vocabulary, to wit: its derivatives from classical roots. Since then, the subject has much engaged the attention of the writer, with a view so to grade the study as to adapt it to the needs and capacities of our Grammar-Schools. The result of this labor appears in a series of two "Graded Word-Books:"

1. Swinton's First Lessons in Word-Analysis.
2. Swinton's Analysis and Definer.

The "First Lessons," a little manual of 72 pages, constructed for the Fourth and Third of our Grammar School Grades, is now in press, and will shortly appear. The title pretty fully indicates its scope: "First Lessons in Word-Analysis—with Exercises on Prefixes, Suffixes, English Derivatives, Synonyms, and the Use of Words."

As the title imports, the "First Lessons" deal exclusively with *English* primitive words and their derivatives. The Latin and Greek elements in our language are not touched in this manual, but are relegated to the advanced book—this on the theory that, by the time pupils reach the latter, they will have been well trained in word-building, and have a familiar appreciation

of the influence of the formative elements. It is believed that one of the main drawbacks to the utility of Word-Analysis, as treated in Town, Webb, and all existing class-books on the subject, arises from the jumbling of Latin with English roots, and from the assumption of a knowledge on the part of the pupil which it is impossible he should possess. A single example will sufficiently illustrate this: Take the English primitive word "join"—one of the primitives given by Town. Now, the scholar can readily and profitably follow "join" as it becomes *conjoin, adjoin, rejoin,* etc.; but how is it to be supposed that he can make anything out of *conjunction?* To comprehend the relation between "conjunction" and "join," would involve in fact as a necessary preliminary, the whole theory of *jungo-junctum.* And, as the scholar knows nothing of *jungo-junctum,* is it not a piece of most pedantic absurdity to presume that he can decompose "conjunction"? The writer hopes that in carrying the logic of Word-Analysis down to the material already in the pupil's possession, and beginning to build *there,* he has taken a step forward in the important but neglected study of our English vocabulary. If a subject can be made at once *simple and fruitful,* it has the qualities that best adapt it for an instrument of sound education. If Word-Analysis fails to possess in the highest degree both simplicity *and* fruitfulness, the fault lies in the treatment, not in the matter.

And now, without further ado, the writer ventures to offer to the critical yet charitable examination of his brother-educators a few specimens of the mode of treatment adopted in the First Lessons in Word-Analysis.

DEFINITIONS.

1. A **primitive** word or root, is a word in its simplest English form, without prefix or suffix. Give examples. *Ans.* Man, Safe, Tell, Navigate.

∴ These First Lessons take no note of the origin of words back of the *English* language. "Navigate," for example, is derived from a Latin root—*navis* a ship, and is, with reference to *Latin,* a derivative word; but for the purpose of the present book, "navigate" is a primitive word, for the reason that it occurs in no simpler English form.

2. A **prefix** is a significant syllable joined to the *beginning* of a primitive word. Give examples. *Ans.* **Un, fore, circum.**

Join the prefix **un** to the beginning of the primitive word 'safe,' and what word have you? *Ans.* **Unsafe.** Define it. *Ans.* ***Not*** **safe.** What, then, does the prefix **un** mean? *Ans.* **It means *not.***

Join the prefix **fore** to the beginning of the primitive word 'tell,' and what word have you? *Ans.* **Foretell.** Define it. *Ans.* To tell *beforehand.* What, then, does the prefix **fore** mean? *Ans. Beforehand,* or previously.

Join the prefix **circum** to the beginning of the primitive word 'navigate,' and what word have you? *Ans.* **Circumnavigate.** Define it. *Ans.* To navigate or sail *around* the earth, or a part of it. What, then, does the prefix **circum** mean? *Ans. Around.*

3. A **suffix** is a significant syllable joined to the *end* of a primitive word. Give examples. *Ans.* **Ly, er, less.**

Join the suffix **ly** to the end of the primitive word 'man,' and what have you? *Ans.* **Manly.** Define it. *Ans.* Man-*like,* or *like* a man. What, then, does the suffix **ly** mean? *Ans.* It means *like.* What is it originally? *Ans.* It is a shortening of the old English word *lic* or *lyc,* which signified *like.*

Join the suffix **er** to the end of the primitive word 'teach,' and what word have you? *Ans.* **Teacher.** Define it. *Ans. One who* teaches. What, then, does the suffix **er** mean? *Ans.* It means *one who.* Give its origin. *Ans.* It is shortened from an old English word *wer,* signifying *man.*

Join the suffix **er** to the end of the primitive word 'sweet,' and what word have you? *Ans.* Sweeter. What does **er** mean in this word—*one who?* *Ans.* No; it means *more.* When does **er** mean *more?* When it is joined to adjectives it means *more,* and is said to form the "comparative degree." What does *this* suffix **er** come from? It comes from the old English word *ere,* meaning *before.* Illustrate this. *Ans.* "*Ere* dawn" means *before* dawn: so sweet*er* means *before* another in regard to *sweetness.*

Join the suffix **less** to the end of the primitive word 'money,' and what word have you? *Ans.* Moneyless. Its meaning? *Ans. Without* money. What, then, does the suffix **less** mean? *Ans. Without.*

4. A **derivative** word is one formed from a primitive word by the addition of a prefix or suffix, or both. Give examples. *Ans.* **Circumnavigate, foretell, teacher, unmanly.**

5. The **analysis** of words, or "word-analysis," is the separating of **derivatives** into their **prefixes, suffixes,** and **primitives.**

How is word analysis conveniently marked in this book? *Ans.* By putting the sign + between the root and the prefix or suffix. How do you read the sign +? *Ans.* It is read *plus,* and is the sign of *addition* in mathematics.

How would you write the analysis of the word 'unsafe'? *Ans.* **Un+safe.** How is it read? *Ans.* **"Un** *plus* **safe."**

How would you write the analysis of 'manly'? *Ans.* **Man+ly.** Read how? **"Man** *plus* **ly."** How would you write the analysis of the word 'unhappiness'? *Ans.* **Un+happy+ness.** How read? *Ans.* **"Un** *plus* **happy** *plus* **ness."**

6. **Defining** is telling the meaning of words.

What sign is used in this book to connect the definition of a word with its analysis. *Ans.* The sign =. How do you read this sign? *Ans.* It is read *equal to*, and is the sign of *equality* in mathematics. How would you read **Un+happy+ness=**the *state of being not* happy? *Ans.* "**Un** *plus* **happy** *plus* **ness**, *equal to*, the state of being not happy."

∴ These signs will be found very convenient to use in *written* class-exercises in analysis.

7. A **synonym** is a word that signifies the same or nearly the same as another word. Can you give a synonym of 'freedom'? *Ans.* 'Liberty.' Of 'unsafe'? *Ans.* 'Insecure.' Of 'tall'? *Ans.* 'Lofty.'

8. Etymology treats of the *derivation* or *origin* of words. From what is 'circumnavigate' derived? *Ans.* From 'navigate.' 'Unhappiness'? *Ans.* From 'happy.'

∴ The whole stock of words in ordinary use is from three to five thousand. These words are of two sorts—a few *primitive* words, and a large number of *derivative* words. The primitive words are generally easily understood, and the scholar who learns the prefixes and suffixes given in this book will soon have a good knowledge of the largest and most useful part of the English vocabulary.

SAMPLE OF THE TREATMENT OF PREFIXES AND SUFFIXES.

The usual mode of treating, or rather of mal-treating prefixes and suffixes, is to begin by giving a complicated and forbidding list of all the primitive elements. In place of this, only those actually employed in the composition of *English* derivatives are given in the "First Lessons." They are taken up, one at a time, and each one is accompanied by an exercise calculated to impress the living force of the prefix or suffix on the mind of the scholar. Thus:

THE PREFIX a.

What does the prefix **a** mean? *Ans.* It means *on* or *in*.
Analyze and define **a**shore. *Ans.* A+shore=*on* the shore.
Analyze and define **a**bed. *Ans.* A+bed=*in* bed.
Analyze and define **a**live. *Ans.* A+live=*in* life.

EXERCISE.

Analyze and define **a**loft; **a**side.
Combine and define **a**+**sleep**.
Combine **a**+**days**. What does "now-a-days" mean? *Ans.* Now, *in* (these) *days*.
Combine and define **a**+**fire**; **a**+**top**.

THE PREFIX co OR con.

What does the prefix **co** or **con** mean? *Ans.* It means *with* or *together*.

Analyze and define **co**partner. *Ans.* Co+partner = a partner *with* another.

Analyze and define **con**join. *Ans.* Con+join = to *join* one thing *with* another—to join together.

EXERCISE.

Combine and define **co**+**heir**; **co**+**worker**.

Combine and define **co**+**operate**. Mark the "proper diphthong."

Analyze and define **con**form. *Ans.* To make one thing in the same *form*, or shape, *with* (con) another.

The Prefix en.

What does the prefix **en** mean? *Ans.* It means *in* or *on*.

Analyze and define **en**trap. *Ans.* En+trap = to catch *in* a trap.

Analyze and define **en**grave. *Ans.* En+grave = to *grave*, or carve a picture *on* wood or steel.

EXERCISE.

Combine and define **en**+**chain**; **en**+**wrap**.

Analyze and define **en**circle; **en**close; **en**tangle; **en**fold.

The Suffix able or ible.

What does the suffix **able** or **ible** mean? *Ans.* It means, 1. that *may* or *can* be or *is to* be; 2. *worthy of*.

Analyze and define tama**ble**. *Ans.* Tame+able = that *may* or *can* be *tamed*. Why is the final *e* dropped? *Ans.* According to rule i. Give it.

Analyze and define contempt**ible**. *Ans.* Contempt+ible = *worthy to be* contemned or despised.

EXERCISE.

Combine and define pay+able; rely+able. Why is the *y* changed into *i*? *Ans.* According to rule iii. Give it.

Define 'reliable.' *Ans.* That *may be relied on*.

Combine and define change+able. Why is the final *e* of change *not* dropped? *Ans.* According to exception 1 to rule i. Give it.

The Suffix less.

What does the suffix **less** mean? *Ans.* It means *without* or *freed from*.

Analyze fear**less**. *Ans.* Fear+less=*without* fear.

Analyze and define money**less**. *Ans.* Money+less=*without* money or deprived of money.

EXERCISE.

Combine and define mercy+less. Why do you change the *y*?

Combine and define pity+less. Why do you change the *y* into *i*?

Analyze and define godless; cheerless; penniless; thoughtless

The Suffix ly.

What does the suffix **ly** mean? *Ans.* It means *like*. From what does the suffix **ly** come? *Ans.* It comes from *lic*, the old English word for like. Illustrate this. *Ans.* 'Godly' was formerly written 'god*lic*,' that is good*like*.

What part of speech is formed by the addition of the suffix **ly.** *Ans.* Adverbs. Is this *always* the case? *Ans.* It is always the case when added to *adjectives;* but when added to *nouns,* ly forms adjectives. Give an example. *Ans.* Add the suffix ly to the noun 'love,' and we have the *adjective* 'lovely.'

Analyze and define soft**ly.** *Ans.* Soft+ly=soft *like.*

EXERCISE.

Combine and define **brave**+**ly.** What part of speech is it?

Combine and define **mother**+**ly.** What part of speech is it?

Analyze and define homely. *Ans.* Home+ly=home *like,* hence humble and ordinary, not grand or gaudy.

Analyze and define only. *Ans.* One+ly=one-like, that is considered as *one,* and no more. Analyze and define daily.

SAMPLE OF THE TREATMENT OF ENGLISH DERIVATIVES.

After a thorough drill on individual prefixes and suffixes, the "First Lessons" proceed to the subject of English Derivatives. These are taken up by groups—that is, an English primitive is given; under it are ranged its principal derivatives; to these is applied the method of analysis and definition already exemplified in the previous article; and finally each group is followed with an exercise the object of which is to illustrate the actual use of the words in composition, together with their synonyms, contrasted words, etc.

Teach, *v.* to instruct.

1. **Teachable**: ANALYSIS: teach+able = that *may be* taught. DEFINITION: that has a spirit *willing* to be *taught.*
2. **Teachableness**: teach+able+ness = the *state* of being (ness) willing to be taught.
3. **Teacher**: teach+er = *one who* teaches. DEFINITION: A schoolmaster or schoolmistress.
4. **Teaching**, *noun*: the act or business of instructing; instruction.
5. **Untaught**: Un+taught = *not* taught. DEFINITION: ignorant. 'Taught' is the past participle of the irregular verb teach.

EXERCISE.

[*The figures refer to corresponding numbers in the analysis, above.*]

(1.) Give a synonym of the word *teachable.* *Ans.* 'Docile.' Would you say of a dog that it was *teachable* or *docile*—which? Combine and define un+teachable.

(3.) Give a synonym of 'teacher.' *Ans.* 'Instructor.' Another. *Ans.* 'Educator.'

(4.) Write a sentence containing the word *teaching* as a noun. MODEL.—"Nearly all the able men in the United States were, in their younger days, engaged in the profession of *teaching.*"

OBS.—Observe the distinction between *teach and learn.* To *teach* is to *impart* instruction; to *learn* is to *receive* instruction. Would it be correct to say, "Mr. Dupont *learnt* me French"? State the correct form.

Health, *n.*, sound state of the body.

1. From what root word does 'health' come? *Ans.* It comes from *heal.* With what word is *heal* connected? *Ans.* With the word *hale*, and also with *whole*, that is, *sound.* Can you give a quotation from the bible to show this? *Ans.* "They that are *whole* need not the physician, but they that are *sick.*"
2. **Healthy**: health+y=*partaking* of health.
3. **Healthful**: health+ful=of a healthy *nature.*
4. **Healthfully**: health+ful+ly=in a healthful *manner.*
5. **Healthfulness**: health+ful+ness=the *condition* of health.
6. **Healthiness**: the *condition* of being healthy.
7. **Unhealthy.** un+health+y=*not* healthy.

EXERCISE.

(2.) Is there any distinction between *healthy* and *healthful? Ans.* There is no distinction in meaning. We can say a *healthy* body or climate or diet, and a *healthful* body or climate or diet.

(3.) Mention three synonyms of *health* and *healthful. Ans.* 'Wholesome,' 'salubrious,' 'salutary.'

Can you give the difference in the uses of these words? *Ans. Wholesome* is particularly applied to food, as a "*wholesome* diet." *Salubrious* is stronger than *wholesome*; it means not only what keeps us in health (wholesome), but what *improves* our health. We would say "a *salubrious* air." *Salutary* is what serves to remove a disorder. Thus we speak of "salutary remedies."

Supply the proper word in each of the following sentences: "You are relaxing yourself with the ——exercise of the field." "The simplest diet is reckoned the most———." "The air of Southern France has been long famed for its———." "Washington's punishment of the British at Trenton taught them a———lesson."

(5 & 6.) If there is no difference between *healthy* and *healthful* can there be any between *healthiness* and *healthfulness? Ans.* No. Why not? *Ans.* Because the suffix is the same in each.

(7.) What is the *negative* of *healthy? Ans. Un*healthy. What is the *negative* of *wholesome? Ans. Un*wholesome. What is the *negative* of *salubrious? Ans. In*salubrious. Is there any negative of salutary, such as *un*salutary or *in*salutary? No.

Friend, one attached by affection.

1. **Friendly**: friend+ly=friend-*like;* hence, *kind, amiable.*
2. **Friendless**: friend+less=*without* a friend.
3. **Friendship**: friend+ship=the *state* of being a friend.
4. **Befriend**: be+friend=to *make* one's self the friend of another; hence, to render a service.

EXERCISE.

(1.) Why is 'friendly' an adjective? *Ans.* [See suffix *ly*, page 23.] How would you form an adverb from 'friendly'? We might say friendlily, (that is friendly+ly); but the phrase "in a friendly manner" would be better.

Write a sentence containing the word 'friendly.' MODEL—"Roger Williams was frequently able to restore *friendly* relations between the Whites and the Indians." Give a synonym of 'friendly.' *Ans. Amicable.* Can you give another?

Combine and define un+friendly. Give a synonym of 'unfriendly,'

which shall be the *opposite* of friendly. *Ans. Hostile.* Give another adjective the opposite of 'friendly.' *Ans. Inimical.* Combine and define **friendly+ness.**

(2.) Combine and define **friendless+ness.** Give a synonym of 'friendless.' *Ans. Forlorn.* Give a phrase meaning the opposite of 'friendless.' *Ans.* "Having *troops* of friends."

(3.) Give a word denoting nearly the same affection as 'friendship.' *Ans. Love.* Which is the stronger—'love' or 'friendship?' Write two sentences, the one containing the noun *love*, the other the noun *friendship.*

(4.) Give three synonyms of 'befriend.' *Ans.* To *favor, countenance, benefit.* Write a sentence containing the word 'befriend.' MODEL—"In his darkest hours, Columbus was greatly *befriended* by Juan Perez, Prior of the Convent of La Rabida, in Spain."

Bound: to limit, or a limit.

1. **Bounds**: the plural of the *noun* bound.
2. **Bounded**: bound+ed=limit*ed* or confined.
3. **Boundary**: bound+ary=*that which* limits or bounds.
4. **Boundless**: bound+less=*without* bounds, limitless.
5. **Unbounded**: un+bound+ed=not bounded, unlimited.

EXERCISE.

(1.) Give a synonym of bounds as a *noun. Ans.* 'Limits.' Another. *Ans.* 'Confines.'

(3.) Spell the plural of *boundary.* Give the rule for changing *y* into *i.* Write a sentence containing the word 'boundary.' MODEL—"The *boundary* between Maine and the British Possessions was arranged by Daniel Webster and Lord Ashburton in 1832."

(4.) How do you show that *boundless* and *limitless* are synonyms? *Ans.* The suffix is the same, and bound=limit. Give two corresponding expressions for *boundless* in the sentence "Alexander's ambition was boundless." *Ans.* "Alexander's ambition *knew no bounds;*" "*there were no limits* to Alexander's ambition."

Combine and define **boundless+ness.**

SAMPLE OF EXERCISES IN WORD-FORMATION.

The exercises in English Derivatives are followed by a series of exercises of an allied nature, but somewhat different in form. These are exercises in word-formation. The following are specimens:

EXERCISE 1.

Discipline: a system of government; as "school *discipline*," "military discipline."

Combine and define discipline+ary; discipline+ary+an; un+discipline+ed.

Ary, relating to. **An**, one who.

Manage: to conduct, to govern.

Combine and define manage+able. Why is the *e* retained? Manage+er; manage+ment; un+manage+able.

Ment, act of. **Un**, not.

EXERCISE 8.

Express: to exhibit by language; to utter, to declare.

Combine and define express+ion; express+ive; express+ible; in+express+ible; un+express+ed.

Create: to bring into existence.

Combine and define create+or; create+ure; create+ive; create+ion; un+create+ed; re+create; re+create+ion.

Ure, that which.

Elevate: to raise up.

Combine and define elevate+or; elevate+ion; elevate+ed.

Covet: to desire unreasonably; to long for.

Combine and define covet+ous; covet+ous+ness.

EXERCISE 9.

The suffixes *ous*, *ive*, *y* and *ful*, mean *having the quality of.* They form adjectives.

Which of the four suffixes would you add to *prosper* in order to form an adjective? Define the derivative.

Which suffix would you add to *success* to form an adjective? Define the derivative.

Which suffix would you add to *vigor* to form an adjective? Define the derivative.

Which suffix would you add to *contemplate* to form an adjective? Define the derivative.

Which suffix would you add to *noise* to form an adjective? Define the derivative.

Which suffix would you add to *clamor* to form an adjective? Define the derivative.

Which suffix would you add to *thought* to form an adjective? Define the derivative.

Which suffix would you add to *reflect* to form an adjective? Define the derivative.

Which suffix would you add to *desire* to form an adjective? Define the derivative.

Which two suffixes could you add to *beauty*, forming two adjectives that are synonyms? *Ans.* *Ful* and *ous.* Analyze *beautiful.* Why is the *y* changed into *i*? Analyze *beauteous.* Why is the *y* changed into *e*?

SAMPLE OF EXERCISES IN ANGLO-SAXON DERIVATIONS.

The exercises of the nature last exemplified, are followed by a series of simple Saxon etymologies. Let the following serve as illustrations:

Heave, to raise up.

1. **Heaven**: that which is heav*en* or heaved up over our heads, the sky.

   Combine and define **heaven+ly.** Give a synonym of 'heavenly.' *Ans.* *Celestial.*

2. **Heavy**: heave+y=that which is *heaved with difficulty.*

   Combine and define **heavy+ness.** Give a synonym of 'heavy.' *Ans.* *Weighty, ponderous.* The opposite of 'heavy'? *Ans.* *Light.*

Trow, to believe.

1. **Trow.** What can you say of the verb to 'trow'? *Ans.* It means to *believe;* but the word has nearly gone out of use.
2. **True**: 'true' is originally, that which one *trows* or believes.
3. **Truth**: 'truth' is originally, what one *trow*eth or believeth.
4. **Troth**: 'troth' means belief or faith. To "plight troth" is to solemnly pledge; "plighted troth"=*plighted faith.*

Wring, to twist.

1. **Wrong**: that which is *wrung,* or twisted from the *right.*

Reck, *v.*, to heed or care for.

1. What can you say of the verb to reck? *Ans.* It has gone out of use except in poetry. Can you give an illustration of its employment? *Ans.* In Byron's poem of the "Dying Gladiator," it is said:

"He *reck'd* not of the life he lost, nor prize."

This means that he did not *heed* or care for his life.

2. **Reckless**: reck+less=*without* heed or care.

Give two synonyms of 'reckless.' *Ans. Heedless, careless.* Which is the strongest—reckless, heedless or careless? *Ans. Reckless.* Give a word as strong as 'reckless.' *Ans. Desperate.*

What is the opposite of 'reckless'? *Ans. Cautious, discreet, careful.*

Combine and define **reck+less+ly; reck+less+ness.**

3. **Reckon**: Explain the relation of 'reckon' and *reck. Ans.* To 'reck' is to heed or take into account: to *reckon* is also to *take into account.*

Give a synonym of 'reckon.' *Ans.* Calculate.

What noun is formed from 'reckon'? *Ans. Reckoning.*

What is meant by a "ready-reckoner"?

4. **Rack.** Explain the relation of 'reck' and *rack.* To reck is to *care,* and what gives care *strains.* To *rack* is to strain or stretch.

Give a sentence containing this word. MODEL—"Richard racked his brains over the sum in proportion."

What other part of speech is 'rack,' besides a verb? *Ans.* A noun. What does a *rack* mean? *Ans.* An instrument of torture formerly employed to *strain* a confession from a prisoner.

Spell.

1. From what does the word 'spell' come? *Ans.* It comes from the Anglo-Saxon *verb* spell*ian*, which meant, to tell, to narrate; hence *spelling* is the *telling* of the parts of words. The Anglo-Saxon *noun* 'spell' meant what? *Ans.* A *narrative,* or *report.*
2. **Spell,** *n.* Can you give a peculiar use of the noun 'spell'?

Ans. Milton says "Begin, begin, the mystic *spell* prepare." What is the explanation? *Ans.* In this sense, 'spell' meant a magical narrative or *set of words* used in incantation. What other use is there of the word? *Ans.* Among seamen, a *spell* of work is a turn of work while a set of words or song is being repeated.

Can you give still another meaning? *Ans.* A *spell* of anything, as weather, etc., is a short space of time.

3. **Gospel.** Give the derivation of 'gospel'. *Ans.* The Saxon adjective *god*, meaning good, and *spell*, a narrative=the good narrative, or the "glad tidings."

4. **Spell-bound.** What does spell-bound literally mean? *Ans.* Bound by a *spell* or incantation. How do you define it? *Ans.* Completely absorbed by something which rivets the attention. Write a sentence containing this word. MODEL—"Coleridge describes himself as having been *spell-bound* at the sight of Mount Blanc."

The last part of the "First Lessons" consists of a series of practical exercises on synonyms. Space forbids that any extracts should be made from this section.

TWO "LAST WORDS."

[If the gentlemen who have favored the readers of the TEACHER with the discussions growing out of the "Normal Tract on Fractions"—a discussion which, we would remark in passing, contained much of interest and value notwithstanding the few spicy side-hits occasionally indulged—we say if the gentlemen permit we will close the discussion with the following "last word" from Mr. Marks, and then, in our next issue, one more "last word" from Mr. Holder. In said last words, we expect an exemplification of that "noble contention, or rather emulation," of *who can say the best things of the other.*—ED. TEACHER.]

MR. HOLDER'S REVIEW.

EDITOR TEACHER:—When you mentioned in my hearing, incidentally, some weeks since, your intention of stopping Mr. Holder's review for reasons which you considered sufficient, I begged you to continue the publication and you agreed to do so on my promising that I would not write a single line by way of reply to anything he might say.

I did not, however, intend to allow Mr. Holder to indulge in any such base insinuations against me as appear in the May number of our professional journal. I was perfectly willing to let Mr. H. make an exhibition of himself by means of the silly criticisms that have already occupied about twenty pages of the TEACHER; I was willing to submit to being called, directly and indirectly, ungrammatical, illogical, unrhetorical, etc., without any sort of reason; I was even willing to suffer him to exhibit

with entire impunity that petty malice which oozes out of nearly every line he has written; but I am *not* willing to be made the victim of his cowardly innuendoes without reserving to myself the right to reply.

I do not blame you, Mr. Editor, for not seeing the objectionable points, as I dare say you do not read the reviews but merely glance over them as I do, and *I* should not have seen the points in question if a friend had not called my attention to them after I had thrown the review aside.

I quote: "Mr. Marks need not have reasserted here, in so many words that he had not received a single ray of light about teaching, from all that he had read and heard; the Normal Essay is competent evidence of that fact, *and many other things are conspiring to show the same truth.*" I have myself italicized the mean slander. If one physician were mean enough to say of another, in the present practice of his profession, that *many things are conspiring to show his incompetence*, it would mean that the former charges the latter with daily or frequent malpractice. If Mr. H. desires to charge publicly that I am constantly making such professional mistakes as manifest my incompetence as a teacher, let him specify what they are to the proper parties—the teachers of the State at large have no interest in the matter. His attempt to convey the impression, in a general sense, that in the daily practice of my profession things are conspiring to show any thing to my disadvantage professionally, is disgracefully malicious.

I quote again: "In my effort to comprehend the Normal Essay I stand alone. Not one teacher in the department will give me a listening ear for a moment, acknowledging that they had tried their best to understand it when it first appeared." I am willing to allow Mr. Holder to acknowledge again and again that he is too thick headed to understand plain English, but I object to his speaking for every teacher in this department. He evidently does not mean what he says, for it is a downright falsehood to imply that he has asked *every* teacher in this Department and *not one would give him a listening ear.* He means to say that *not one of those he tried to bore* would give him a listening ear. *They probably thought he had ear enough already.* But suppose Mr. Holder's friends do *not* understand me, what of it? Who knows who Mr. Holder's friends are? They may be fools. I am in constant communication with all the able teachers in this department and I have abundant reason to know that they do not agree with Mr. Holder and his friends.

This is all I intended to say, but inasmuch as I shall never again notice Mr. H. or anything he may write, I will avail myself of this opportunity to exhibit *a few specimens* of his inconsistency and folly.

Mr. Holder says: "In reviewing the Normal Tract, I had no piques to avenge or grudges to satisfy. I have been most scru-

pulously careful to keep within the bounds of legitimate controversy." And elsewhere he talks about his "*most worthy motives.*"

Now let us see what Mr. Holder calls *legitimate controversy.*

"From the *vaunted display of capitalized words* in the *so-called essay* * * the least we could expect to find in a work of such *pretentious* and *emblazoned,*" etc.

"For some time past Mr. Marks *has assumed the air of an arithmetical Judge Advocate* at our Teachers' Institutes, in and out of San Francisco," etc.

"A few lessons in Blair would *help the author* of the Normal Essay *to write a perspicuous English sentence occasionally.*"

"Is it not evident that Mr. Marks has been *groveling* among his thirty arithmetics (many of them *little better than yellow-covered literature*, and prepared for the same purpose, with *high-sounding* and *pretentious* titles and prefaces)" etc.

"Shade of the immortal Plato, hide the shadow of thy diminished head."

"I shall now quote a sentence to illustrate *chaste rhetoric, sublime logic* and *grammatical brevity.*"

"These books are good BECAUSE Mr. Marks said so, and that is *because* enough."

If the reader desires to draw the meaning out of the fourth quotation let him waste no time but take a *claw-hammer* to it at once.

Throughout his reviews Mr. Holder affects to consider my style so turgid that it cannot be understood. These are the specimens he offers as the worst:

"Admitting that any of these pupils would obtain results sufficient for practical purposes, may we not doubt the desirability of such a state of affairs as resulting from *skillful* teaching." The *state of affairs* here referred to being this: that certain pupils had been taught Fractions *thoroughly in one method only.*

"It is plain that no teacher can be entirely satisfied with his work unless he feels himself in a position to defy intelligent criticism." I am speaking here of *teaching Fractions* and nothing else, and yet Mr. H. asks this stupid question concerning the sentence: "Does Mr. Marks mean by this term (work) the teaching only, the *government of the school,* or both?"

"They (these queries) have given rise to tens of perplexing questions ranging in importance from Cancellation to Psychology."

"During the inductive stage the unit only is the object of perception and conception." In reference to this simple little sentence Mr. Holder has the following absurd and highfalutin rigmarole: "What does this sentence mean? Has it any meaning, psychological, metaphysical, logical or mathematical? Take your Webster unabridged and select any of the many definitions there given of these two comprehensively generic terms; ponder,

reflect and apply; look at the fraction composed of two numbers bearing a certain relation to each other, and each dependent on the other for its very existence; ponder, reflect; take down your best metaphysical, psychological and logical works—Hamilton, Porter, Mill—wade through the endless disputes among the philosophers concerning the meaning of the two words and their application; join either sect of philosophers, adopt their doctrine and accept their interpretation of the two words, then return to the above sentence in the Normal Tract and tell me if you can what that sentence means?" And all this, amusing as it is, is only the beginning of it.

"And yet, so far from true is it that any one may be used indiscriminately, or that one may be substituted for another as being easier, there is naturally only *one* method of procedure."

"Until the pupil is inducted into the processes involved in Fractions he should not be called upon to describe them."

"The above example, expressed in the inductive style, would be—change $\frac{15}{3}$ to ones; while in the Deductive course it would be presented under the form—reduce the improper fraction $\frac{15}{3}$ to a whole or mixed number. In the former, the object of the conception is the unit, with which the pupil is familiar. In the latter, it is the technical name, with which he is *not* familiar." "The philosophy of teaching fractions is yet to be written." Mr. H. wonders if, by *philosophy*, I mean some Utopian rule. Is it any wonder that he cannot understand English? There are several others, but I have already given enough to show what sort of composition Mr. H. cannot understand, and in reference to which he asks if there is a teacher in the State that can tell what connection of thought, etc., etc.

It is generally conceded by intelligent men and women, nowadays, that of all pedants, the most ridiculous and contemptible are those who run over the composition of an opponent with a microscope, and make desperate efforts to convict him of ignorance of grammar. Mr. Holder sneers at my grammar and rhetoric, and here are the worst specimens he can find in his frantic endeavors to throw contempt upon me:

"These queries have *forced themselves upon my attention* during many out-of-school hours and vacation days."

It is an actual fact, that Mr. H. wrote *thirty-one lines*, or *two thirds of a page*, to find fault with the style of expression in the italicized words, and *goes into a psychological disquisition on the act of attention;* and all this in considering the matter of *Fractions*.

"He resorts to Induction barely enough to deduce the principles he makes use of."

The next sentence he introduces after this style:

"But when we read the following rhetorical and logical sentence, Hamilton and Mill both dwindle into infinitesimals. Mark the language:"

And here is the sentence so conspicuously introduced:

"These two are complements *to* each other, and the work is not done until both are taught."

Mr. H. italicized the word *to*, and makes all this fuss because he thinks *to*, in this connection, is always wrong, and *of* always right; not knowing that *of* expresses reciprocity only, while *to* refers one thing to another. Reference, not reciprocity, was in my mind.

"Technical terms, definitions, rules and classifications *come in* during the Deductive stage." Mr. H. vents a little more spleen on the words *come in*.

Now, one would suppose that a man who criticizes composition with a telescope, a microscope, a pair of spectacles and a lantern, would himself be sure to write nothing of doubtful construction. As I have a family depending upon my daily labor for support, I cannot afford to make myself sick by reading Mr. H.'s reviews to find all the salient points offered to criticism; besides, my life is insured, and if I should die in the attempt to read the four reviews, my policy would become void, as the Insurance Company would plead that I had no more right to place my life in imminent peril by reading those reviews, than I would have to do it by going up in a balloon, crossing Niagara Falls on a wire, or swallowing live cats on a wager. So I merely glance over three of the reviews that I have at hand, and find these sentences:

"Join *either sect* of philosophers, adopt *their* doctrine, and accept *their* interpretation."

In correcting the composition of a little boy the other day, I met this sentence: "*A Chinaman* can never go to China unless *they* have *their* tail." If this boy were Mr. Holder's pupil, this sentence would have to be considered grammatical.

"Tell me if you can what that sentence means?"

How many schoolboys would labor under such a confusion of ideas as to place an interrogation mark after a declarative sentence?

"He seems to have no knowledge of the fact, that the Inductive syllogism must have its premise well founded, as *much as the Deductive has its.*"

Mr. Holder must have been mad when he wrote that; in fact, that *holder* could not *contain* itself.

"He seems to think the Inductive method is a kind of procedure *where* no definition of things *are* allowed."

"Not *one teacher* in the Department will give me a listening ear, acknowledging that *they* had tried their best," etc.

"Now, as all *systems* of classified truth must have some axiom, upon which *it* ultimately rests," etc.

"But I am certain that whatever *he has*, or *may take*," etc.

"If, then, a previous reduction always determines the number of constituent *parts* that *makes* up a whole."

"I had *no* piques to avenge *or* grudges to satisfy."

And yet Mr. Holder carefully re-reads his articles in print; for in a note at the bottom of one of them, he says: "I desire to correct a *single word* on page 280 of the TEACHER." And his correction is only a numerical one. *He could see nothing else to correct.*

The following rule will help Mr. Holder to *improve* his punctuation: Take a soft quill pen; fill it *full* of ink; shut your eyes; spatter *vigorously* over the page upon which you intend to write.

In conclusion, Mr. Editor, allow me to assure you that this is absolutely the last time that I shall reply to anything Mr. Holder may write for the TEACHER.

BERNHARD MARKS.

P. S.—I have seen the Editor's preamble in proof, and hasten to comply with his excellent suggestion. I *did* have some piques to avenge and some grudges to satisfy. I have avenged the former and satisfied the latter, and am again serene. I now declare that Mr. Holder is a right good fellow, except when he writes reviews. B. M.

POPULAR FALLACIES.

THE PART PLAYED BY ACCIDENT IN DISCOVERIES IN SCIENCE.

IF we look at the progress of the human mind, both social and political, we shall find that it is generally marked by a certain steady and uniform rate of advancement. But we shall likewise notice this, viz.: That *epochs* occur at certain periods, at which it appears to make a *sudden start* in advance, as if acted upon by some temporary and powerful cause. These paroxysmal effects are conspicuous to every observer in the social and political world. We call those in *politics* by the name of *revolutions*. No doubt they arise from causes which are latent and unobserved.

The phenomena of *intellectual* advancement are not so apparent, but they are nevertheless subject to nearly the same succession of changes. Every properly informed person is now, doubtless, aware of the violent and sudden changes which marked the state of the human mind at the close of the last century. Revolution followed revolution; and the mind, in its social relations, seemed to break down all the common barriers which had formerly restrained it. This, to an ordinary eye, was certainly confined to social and political matters; but to the eye of the philosopher it was far otherwise, and spread its influence over the whole face of physical science. Its fruits appeared at the close of the last century, in the remarkable *impulse* which almost every department of physical science received.

The causes which bring about such results are so numerous, and their effects so complicated, and frequently so obscurely

manifested to the generality of mankind, that the beginnings of science have often the appearance of *chance* or *accident*. A felicitous accident throws a certain natural fact under the notice of an inquiring and philosophic mind; attention is awakened and investigation provoked; the seeds of science are thus sown, and soon begin to germinate.

Men are fond of repeating that great discoveries are most commonly the result of *accident*. The popular mind is caught by the character of an eventful narrative which some anecdote gives to the occurrence; by the striking *antithesis* which makes a profound theory appear the result of a trivial accident. Without attempting to gainsay the influence of *apparently* fortuitous events in suggesting and promoting philosophical investigations, *yet there is reason to reject the popular opinion that they are the chief agents in eliciting discoveries in science*. For it is evident that the *preparation of thought*, by which the accident produces the discovery, is the *most important of the conditions* upon which the successful event depends. No investigation is provoked and no discovery is made, unless the general progress of knowledge has prepared the human mind for the onward step. Such accidents are like a spark which discharges a gun already *loaded and pointed*. The history of almost every discovery in science will confirm this view of the subject.

This must necessarily be the course of events in every *progressive* science. The theoretical views established by one generation of discoverers, become the *facts* from which the next generation advances to new theories. As they rise from the *particular* to the *general*, they ascend from what is *general* to what is *more* general. Each induction supplies the materials for fresh inductions; each generalization, with all that it embraces in its circle, may be found to be but *one* of *many circles*, comprehended within the circuit of some *wider* generalization. There is a period in which *facts* are collected; then follows the formation and *verification of theories*, and then succeeds the period of *wider generalization*. These periods of extensive generalization constitute the *epochs* in the history of science, to which we alluded at the commencement of this article.

It is sufficiently obvious, that in such a course of regular and systematic development, *accident* or fortuitous circumstances must play a very *unimportant and subordinate part*. Nevertheless, the *love of the marvelous* is so strong in the public mind—men are so prone to contrast great discoveries with trivial accidents—that they are disposed to assign a *fabulous* origin to the great achievements of the human mind.

We have a memorable illustration of this in the case of the Law of Gravity which Newton established. It has been handed down from generation to generation, until it has passed into an *adage* which is in the mouth of every popular orator—that the train of reflection which led the illustrious philosopher to this

grand generalization, was suggested to his mind by the *fall of an apple.* Those who are conversant with the progress of Newton's thoughts on that memorable occasion, as recorded by Dr. Pemberton and by Voltaire (both of whom had it, the one *directly*, and the other *indirectly*, from *Newton himself*), are well aware that this is probably a *fable*, having no foundation in the *facts* of the case.

The fact is, that science had advanced to that stage in which the forces which acted mutually from the earth to the moon and from planet to planet, had long been the subject of meditation to every philosophical mind. Kepler had speculated on the subject, and particularly on the action of the moon on the waters of the ocean as the probable cause of the tides. Bullialdus, Hooke, Halley and others, seemed to have divined the law of the attraction of the sun according to the inverse square of the distance, before it was established by Newton. The difference between him and all his predecessors and cotemporaries is, that he at once undertook to submit his conjectures to the *test of calculation.* He alone possessed that wonderful combination of distinctness of thought and power of mathematical invention, which enabled him to *verify* these conjectures. By this step, what before were mere probable *guesses* became *established truths;* that which was *theory* became *fact;* that which was *doubtful* received the indubitable stamp of *certainty.* The labor and talents of ages had been employed in preparing the way for this grand discovery. From all quarters the materials were provided ; but they wanted an arrangement and connection. As Newton's laws assured Kepler's, Kepler's laws assumed as facts the results of the planetary theory of Ptolemy. "Newton's is the circle of generalization which includes all the others; the highest point of inductive ascent; the catastrophe of the philosophical drama to which Plato had prologized; the point to which men's minds had been journeying for two thousand years."

The thoughts suggested by an *accident* must play a very *unimportant part* in such a generalization. The epoch of Newton *was*, and *must have been*, preceded by the epochs of Hipparchus, of Copernicus, of Kepler, and of Galileo. Even the transcendent talents of Newton could not have enabled him to make so gigantic a step into the regions of truth, had not his predecessors lent him a helping hand. Science is both *progressive* and *accumulative.*—*University Echo.*

TALKS ON EDUCATIONAL TOPICS.

Few country school directors seem to have a well defined idea of what a proper school site is. This is usually thought to be the least important item of school facilities. The pigs and cows may share the school grounds with the pupils with impunity. There may be suitable outbuildings for the convenience of schol-

ars or not, the house may be painted or not, the windows smashed or not, it is all the same to many sleepy, stupid school directors.

The objection which many parents, and especially mothers, have to sending their daughters to a mixed public school, arises from the disgraceful condition of school yards and outbuildings and the utter neglect in many cases of enforcing the decencies of life. In the name of propriety, if not of christianity, cannot school authorities look after these things? Must our boys and girls grow up with no ideas of refinement? We all know that the avenues to crime are already sufficiently numerous, without the surroundings alluded to. If we wish our children to be ladylike and gentlemanly we must not throw them in the way of immorality. Every thing about a school house ought to conduce to purity and modesty. The school building, the grounds, the outbuildings, the bearing of pupils in school and out, all these things under the eye of a judicious teacher, ought to aid in the formation of good and pure habits. A light, high board fence should divide the back yards. Lattice screens, overgrown with vines, should be arranged around the outbuildings, which should be large with vaults not less than eight feet deep. These buildings should be tastefully built and painted within and without, and then sanded to prevent the indecent marking which too often disfigures such structures. The doors should be kept locked when the school is not in session, and teachers, out of respect to common decency, should see that nothing in connection with these things should become a disgrace to the school.

Now I regard nothing as a better indication of the good sense and refinement of a people than the external and internal condition of their school house. In the first place the grounds should be large and enclosed with a neat board fence. Children were not made to be quiet. At any rate their young natures require vigorous out door exercise, when required to be quiet in school. Their limbs need frequent motion, their health is thereby improved, and the intensity and superabundance of animal spirits is spent in play out of doors rather than in school. Every thing then that can be done to make the outside of the school room more pleasant and the inside more agreeable should be done. At least an acre of land should be selected for the school grounds of every country school, in the most pleasant and healthy locality that can be found. The building should be located back from the front fence, and a close board fence should divide the grounds, that the sexes may have their play grounds and outbuildings apart from each other. The fence that encloses the grounds should not be rough and uncouth, and built in the cheapest style, but should be of such form and design as would not mar the beauty of the landscape, but would help make it rather more picturesque. From the gate to the door of entrance there should be a good gravel walk of sufficient elevation that water

would not gather on it in winter. Pepper trees should be planted inside the fence, at a little distance from it, on all sides of the yard. Sunshine of course is necessary to health, but the facilities of shade should be offered to children during the hot summer days, when they are sweltering with the heat, and yet loth to give up their play. We might even afford to go a little further. Let beds of flowers be cultivated in the girls' yard, the boys will be glad to bring water to them daily. Think you that these arrangements would make the pupils study less earnestly? Would their morals become depraved, their taste perverted, or their health injured by such associations? If directors themselves were imbued with such a spirit of stimulating, utilizing and beautifying, they could easily induce their neighbors to aid them some half day in completing these arrangements and their girls would then care less for dime novels, and their boys less for cigarettes. With intense gratification would these children look back in after life upon these days of refined and innocent amusement and intercourse; and when they returned in other years to visit the old homestead, and enter the school house of twenty years ago, and look upon the trees they planted, with what power would be recalled the sweet associations of boyhood and girlhood. In what better way can we get rid of that vandalism which seems to possess our American youth, who cannot see a fence, or tree, or shrub, or flower, without laying unholy hands upon it for its destruction. Such acts do not often characterize children who have come from homes where beauty prevails, where abound the trellis and the vine, gardens blooming with flowers and lawns blossoming with pretty shrubbery. They come rather from homes where nothing has been done to cultivate their taste, refine their morals, or quicken their sense of the beautiful. Put such children under better influences, surround them with healthful associations, let them grow up within an atmosphere of neatness and beauty, train their eyes and judgments to discern the relations that constitute the higher life, and you will have kindled a light in their hitherto dark hearts, that shall never go out. The little knowledge of books that is gained at school is only one of the designs of school life. If nothing else is gained, the American people are paying dearly for their schooling. It is the development of the whole nature that is wanted, the inculcation of good morals, the cultivation of good habits and the possession of the will to grapple with the difficulties of life, and the capacity to enjoy and feed upon its scenes of grandeur and sublimity.—*Dr. T. H. Rose, in Los Angeles News.*

A CHILD'S faith in his teacher is well illustrated by the following incident. A little boy, disputing with his sister on some subject, exclaimed, "It is true, for teacher says so; and if she says so, it is so, if 'taint so."

MRS. FLIPKINS' VIEWS.

I HAPPENED, this morning, to hear the worthy Mrs. Flipkins conversing with, or rather *at*, her neighbor, Mrs. Jugson; said Mrs. Jugson being her crony and her very nearest and most particular friend—notwithstanding which, she frequently calls her a hypocrite and divers other unsavory names in the privacy of her own family circle. The conversation, which took place over the back-yard fence, and entered my open window, was something in this wise:

"That is so, my dear." This was the first sentence which floated up to me. "And the sooner they find it out the better. What are they, any way, but public servants—the lazy, over-fed, over-paid things! I told Flipkins yesterday that it was a step in the right direction, and I hoped they 'd seen the last vacation they'd ever be paid for. It 's bad enough to waste the public money by paying 'em extravagant prices when they *do* pretend to be in school, but to give them a hundred or two hundred dollars, and they gadding around the country, going to Springs, and cutting up the Lord only knows what capers—I say it is a shame. Flipkins gave me a lot of balderdash and sentiment about their brain-labor and that sort of thing, but I shut him up forthwith by just telling him if he wanted to give away any money to just give *me* a couple of hundred, and *I 'd* take a vacation, for I was about tired of washing, and cooking, and mending old socks, and such like. I 've been at it these fifteen years, and far from having a vacation, it 's like pulling teeth to get Flipkins to give me a dollar to buy clothes for his own wife and children. A pretty man *he* is, to talk about brain-labor and generosity! Of course, my dear, this is in strict confidence between you and me; there is n't another soul but thinks Flipkins and I live like two doves, and never have a word."

Here a few words from Mrs. Jugson floated up to me indistinctly, and became drowned immediately in the metalic tones of the vigorous Flipkins.

"Good gracious sakes alive! what sense is there in paying people when they don't *do* anything? It 's just this way, as I look at it: People here in early times had so much money, and wanted to be so mightily gallant to the few women who were here, that they got this idea up of paying school-teachers through their vacation. That might have been all very well in those days, for taxes wasn't so awful, and the most of men didn't have six children to bring up, as Flipkins has. But now that cents and three-cent pieces are introduced, it's too late to tax men to be *gallant*, and pay out the public money to a few women that earn it only too easy anyway."

Here Mrs. Jugson again mildly interposed, while her friend took breath, and suggested that it wasn't all gallantry, for the gentlemen teachers were paid as well as the ladies. But such

arguments as that would not do with Mrs. Flipkins; it was received with supreme disdain, and not even vouchsafed a hearing.

"I tell you what, Seraphine Jugson," she resumed in a sepulchral voice, and as I could see through the blind, shaking her forefinger solemnly at the friend of her heart, "I tell you what, *I know 'em.* There's many a teacher, too, as knows *me*, to her sorrow; for I just pay 'em back a little for the good time they have, by making 'em feel that they're nothing but public servants anyhow, and they might as well know it.

You know what a little angel my Tommy is!"

Here Mrs. Flipkins made the first voluntary pause she had made that morning, but failed, nevertheless, to elicit any response from Mrs. Jugson, who had had certain experiences of Tommy which forbade her endorsing him as an angel; but who was, nevertheless, too prudent a woman to flatly deny his celestial attributes.

"Well," said Mrs. Flipkins, in a rather tart way, "that boy was beaten, actually beaten, at the other school, by a miserable woman they call a school-teacher, and a Principal at that!"

I sighed, and thought to myself, miserable indeed, when we have such parents to deal with!

"Well, I went there, and if I didn't give her a piece of my mind, no matter. I began by being very calm and polite, and only told her at first that she was no lady; but when I saw how calm and brazen she took it, my temper got up a little, and I shook my fist in her face. I told her I would not deign to talk with her any longer, but I would send my servant girl the next morning, and she could talk with her all she liked. I just informed her that *I* was a lady. She turned pale then, I can tell you, especially when I told her I should report her performance at the office."

Mrs. Jugson then inquired what the lady said,—if she made any apology, etc., to which Mrs. Flipkins responded:

"O, she got off a lot of palaver about his being so bad, and the number of blows being few, and all that, and asked me to be reasonable; that only made me madder. What if he did whisper a little and throw a few spit-balls; he is a very cheerful child, and wanted to amuse himself a little, I suppose. She says he 'sassed' her; but if he did, I'd like to know what's that but showing his spirit; and if they expect they're going to whip the dear child because he's just like his mother, they're much mistaken. They're all alike, there's no difference; they always did pick on the dear little fellow, and always will, I suppose. He never had but one good teacher—how sorry I was when she got married! *She* knew it wasn't her place to find fault with the children that she was paid to take care of, and used to let Tommy play a little when he felt like it, and never kept him in at a recess or after school once while she had him. He played tru-

ant, or hookey, as he called it, so cunning, and she thought so much of him, she wouldn't tell the Principal, for fear he'd get a whipping. I thought the world of her, she knew her place so well, and was such a lady. When she got married, I gave her one of the prettiest Bibles you ever saw. Tommy's out of school, now, you know. The teachers at this school have got a new wrinkle; instead of whipping him, they send him home to torment me. That made me madder than anything, for he just plagued the life out of me, and I ruined more cups and saucers, and pans and things, throwing 'em at him, than I ever did all the rest of my children put together. If they can't get along with a real, sweet child like Tommy, I'd like to know what they're paid for. Why, he broke my Chinese vase the other day, and came right up and told me—the little dear! I've just written the teacher a note; she's sent after him twice, and I've just took him out to spite her. His class is examined to-morrow, and they always like to have them all there, then, you know, especially a smart boy like our Tommy. I'll read you the note if you like; I just guess it will make her sting:

Miss Jones—*Madame:*

I have took Tommy out of school, because you was all ways at him, and picked on him. He went a long time to —— School, and his teacher was Miss Brown, and *she* was a lady and never found no fault with Tommy.

Please send me the three pieces of string, the top and the marbles you took away from him, and oblige

His Mother.

"Mary told her yesterday that Tommy had left, and she was impudent to say that she was much obliged.

Oh goody! there's Flipkins storming 'round, mad as fury because his breakfast ain't ready. Goodbye my love; we'll go shopping this afternoon." C. G. D.

HOW TO TEACH PENMANSHIP.

Writing is the result of certain movements, and the letters formed are pictures of the movements produced. It is necessary, in order to form a graceful and easy letter, that the hand and pen should move in a graceful and easy manner. If letters are awkward, the movements used to make them must have been alike awkward. With a certain motion of the pen a straight line can be produced, and in order for one to make it, a picture of that line must be seen in the mind, then the mind will direct the hand to move in the proper direction. Our minds direct our movements, and when we make straight, curved or crooked lines, each movement is made under the control of the mind or will. Correct writing, then, is the result of correct movements, and in order to move the pen correctly, the mind must be trained to see clearly the forms that are to be produced, then the movements of the hand and pen must be brought under the control of the will, in order to present upon paper the picture of a form ex-

actly like that in the mind. The mind must be trained through the eye to see a perfectly formed letter, complete in every part, before the hand can be controlled to make it. The experience of professional teachers has proved to them that pupils cannot grasp and retain in the mind the form of a letter so as to make it, without first studying its parts, and how they are joined, etc. This has led to the arrangement of Systems of Penmanship and separation of letters into parts, called principles. The leader in this was P. R. Spencer, who first published a system of penmanship in 1848, giving to the world a key to the successful teaching of the art, and those to-day who are the best teachers of writing owe much to his genius, all systems of writing being but offshoots and followers in the wake of the only original "Spencerian." In the formation of the thirteen short letters, only three lines are employed, straight lines, right curve, left curve. Pupils should have these lines explained and kept before their view till they are able to reproduce them on paper. then they should be shown how to join these lines, as in small *i*, then *u m n w x v o a c e r s*, and if these lines are properly made and joined, they will be found making good letters in far less time than could be secured in any other way. These three lines are principles, or the parts of the thirteen letters. There are eight principles in writing of which the mind must gain a picture, and the hand, with pen, be trained to make, for if the parts of letters are not perfect, the letters composed of these parts cannot be perfect. Correct letters are composed of correct parts only, and if a teacher expects a pupil to make a letter before he can make the parts of that letter, he demands what is impossible for the pupil to do, and so discourages him. Here we affirm that any teacher, whether a good writer or not, who will have his pupils first master the principles, and as fast as mastered applied in the formation of letters, will surely succeed in teaching writing. The carpenter who builds a house must first know how to make its parts, and then how to join them. The parts of letters should be as familiar to the pupil in writing as the sills, joists, rafters, etc., are to the house builder. Addition, subtraction, multiplication and division are the fundamental principles upon which the solution of all mathematical problems is based. Who would think of succeeding in mathematics without having mastered these? Who can succeed in writing without being able to make and explain the eight principles of penmanship, which are as strictly fundamental in this science? When pupils have mastered the principles they find little trouble with letters, and their progress is so rapid and pleasing they become delighted with their efforts, and form a love for the art which insures success. Confidence in their ability is secured through the achievement of some purpose, and it should be the duty of every teacher to study those laws upon which depend the success of their pupils, for if too much is presented for the pupil to master, he be-

comes discouraged, fails, and the teacher only is to blame.

A great aid to the successful teaching of penmanship is the free use of a good blackboard. After the class has been called to order and the preliminaries preparatory to writing are complete, the teacher should demand attention of the class at the blackboard, while the principles and how they are joined in letters are explained, also the hight, slant, shading and spacing are being taught.

The teacher should be in earnest, and exhibit an enthusiasm before his class which will arouse them to the importance of the matter, and inspire them to work. A word of encouragement here and there will convince them that their efforts are appreciated, and the brightening of faces will surely be followed by diligent work. Too much encouragement cannot be given. Thirty minutes at least should be given to the writing hour in the morning before the pupils are tired, and eager for the close of school. Specimens of the pupils' writing should be taken every week or two, and either displaying them in a frame or book will make them strive to have their specimens good. All the pupils in a class should write the same copy at the same time, and when this is done, the practice of counting can be introduced to advantage. The great secret of successful teaching of penmanship lies in getting pupils into the habit of criticising their work, and every effort should be made by the teacher to bring this about. Several letters written by a few pupils at the blackboard may be criticised by the rest; also after pupils have written a while, and need rest, the teacher, after having first prepared the blackboard, may have them examine their work in the manner suggested below:

1st.	Uniformity of hight,	1st.	Small letters,
2d.	" slant,	2d.	t, d and p,
3d.	" shading,	3d.	Loops and capital letters.
4th.	" spacing.		

These form the characteristic features of good writing, and by easy illustrations upon the blackboard, pupils can be led to see the importance of preserving them while they write.—*Western Penman.*

REPORT OF PUBLIC SCHOOLS.

ROLL OF HONOR.

MICHIGAN BAR DISTRICT SCHOOL, *Sacramento County.* J. M. Young, Teacher. For the term ending April 28, 1871:

David Addington, Emma Talbott, Elizabeth Brown, Josephine Henderson, John Logan, Edwin Heath, Catherine Haggerty, Warwick Heath, Anna B. Addington, William Pierson, Thomas Clark, Margaret Sweat, Thomas Addington, Newton Brown, Alice Brown, Laura Sweat.

Department of Public Instruction.

EDUCATIONAL ITEMS.

A Strange Oversight.—A friend calls our attention to the fact that in the Proceedings of the late Teacher's Institute, there is no mention made of the very interesting and valuable instructions and illustrations of Penmanship and Drawing, by Prof. Hubert Burgess, of San Francisco. How the omission occurred, we know not; it was of course accidental. On these departments, Mr. Burgess is a *master*, than whom there is no man among us better qualified to instruct and entertain an intelligent body of teachers. Though late, we think this explanation proper.

Change of Location.—We learn from the *Alameda Gazette* that our friend, Mr. Converse Howe, who has been Principal of the Grammar School at San Leandro for several years, will leave that school and take a similar one at Alameda. The *Gazette* pays a deserved compliment to Mr. Howe as an able and successful teacher, regrets his departure from San Leandro, and makes it the occasion for deprecating frequent changes of teachers. We concur. As a rule, those teachers who remain longest in connection with one school are the best, and those Trustees who pay the highest premium for good teachers to remain, get the best return for their money.

Prof. Allen, of the Wisconsin Normal School, who lately visited California, writes us a pleasant private letter, which we respect as a private letter only because he encourages us to hope that he will favor the readers of the Teacher with some jottings from his side of the continent. Our readers may expect a rich treat—for if Prof. Allen's writings are like himself, they will be as genial as sunshine and as keen as lightning.

City Superintendent of Oakland.—We omitted to notice the retirement of Prof. Tait from the city superintendency of Oakland, and the accession of Prof. F. M. Campbell to the office. The new incumbent ought to be one of the best of officers, for he was chosen over one of the very best of men and a good teacher. Prof. Campbell has all the qualities of a good Superintendent, and Oakland will not lose ground under his administration.

"Promotions" in our City Schools.—To make the number of promotions in a class the test of the teacher's success, is to adopt a false and dangerous standard of judgment. It is *false*, because the conditions cannot be equal. Every teacher knows, and every Director ought to know, that there is the widest difference in the *material* composing classes of the same grade in different schools, and that the advantage of home co-operation or the disadvantage of its absence tells greatly in the result of the teaching of a term. Such a test is *dangerous*, because, while it discourages the faithful and conscientious teacher, it furnishes a temptation to another class to *cram* for the purpose of premature promotion. The true way, the only way by which a teacher's success can be fairly judged, is for the Director to visit the school or class, get a knowledge of all the facts and conditions that should affect or modify a judgment, and see the work of instruction as it is actually done from day to day. Condemnation of a teacher without such personal examination, on a mere

technical exhibit, would be unjust, and in many cases the most valuable teachers would become the victims of the injustice.

Salaries During Vacation.—Mrs. Flipkins' views of this interesting question may be found in this number. That refined and enlightened female is the exponent of a class—how large a class?

COUNTY INSTITUTES.

Sonoma County Teachers' Institute.—Petaluma is a good place in which to hold an Institute. The Petaluma Theater is an excellent building for such a purpose. The success of the late County Institute was in part owing to these advantages, but the main element of success was the zeal of Superintendent Jones and a body of intelligent, earnest, progressive teachers, male and female. Seldom have we heard the *philosophy* of education more ably or thoroughly presented. The mental glow and professional enthusiasm were often at a white heat. The educational movement is *forward* in Sonoma County, and will be accelerated by this Institute. With a little more of class exercise and illustration of methods of teaching, our satisfaction with this Institute would be even greater. (The proceedings have not reached us yet, Mr. Secretary.)

Butte County Teachers' Institute.—The Institute was held at Oroville. Its special feature was the presentation of several classes of children from the schools of the county, whose performances were indeed creditable to their respective teachers. We venture to say that the programme was, in our judgment, the most judicious of any that we have ever seen, presenting almost exactly the right things, and just enough of each. The session was made up of Institute *work*, and was not wasted in frothy declamation. The popular impression was happy, and the result must be beneficial to the cause of Education in Butte County. Supt. Burnham and his teachers are evidently alive and awake, and their motto is, Onward. Our buggy ride from Oroville to Marysville by starlight, was not in the programme, and was more romantic than sensible. It made us sick, and served us right.

Contra Costa County Teachers' Institute.—The impossibility of being in two places at once, prevented us from attending the Contra Costa County Institute at Pacheco. The "Dep." was there, and either represented or misrepresented us after his own fashion. Dr. Carr, of the University, and Prof. Carlton, of the State Normal School, were there, and of course did good service. All pronounce the session a success. Success may always be expected when the leader knows what to do, and has the energy to do it. Supt. Thurber has "a zeal that is according to knowledge," and Contra Costa therefore is fortunate in having the services of a good Superintendent.

National Educational Convention.—The *Incomplete* Programme of the National Educational Convention, which will assemble in St. Louis on Wednesday, the 22d of August next, came to hand too late for insertion in this issue. As far as made, the programme is good. The persons named to read papers are sufficient guarantee of interest and profit on the occasion.

HESPERIAN COLLEGE, WOODLAND.—We enjoyed the pleasure of attending the Commencement exercises of Hesperian College, at Woodland, on Friday, May 12th. The number graduated was six—Almina B. Ruggles, John M. Henry, Glendora A. Hurlburt, Wm. H. Ludden, Annie E. Pierson, Frank A. Pedler. The productions of the entire class were of an elevated tone, intellectually and morally. The Valedictory by Frank A. Pedler was almost *perfect* in conception and delivery; graceful, earnest, pathetic. The Baccalaureate Address by President Martin was a *rouser*. Subject: "The Present Age." Strong in thought, earnest in purpose, and highly polished and brilliant in rhetoric, the strength of arm and keenness of weapon sent every point home to a large and appreciative audience. The occasion was one of unmixed pleasure to us, and left us with the impression that Hesperian College is doing a good work.

WE HAVE ERRED.—We are to be blamed, and must make our confession. The discussion on "Normal Fractions" has assumed a character unsuited to our taste and improper for an educational journal. It is our rule rigidly to exclude all personalities. This is the first departure from it—and will be the last. But we have a word to offer in extenuation of our offense: the discussion drifted into its improper channel so gradually and imperceptibly, that the mischief was done before we knew it. Then came an illustration of the old adage that one wrong leads to another. Fair play demanded that a party assailed with personalities should be allowed to strike back. And so the matter proceeded. We won't do so any more. That is (or will be) true repentance.

CLOSE OF THE VOLUME.—This number closes the eighth volume of the TEACHER. In some respects, the volume has been more satisfactory to our readers than its predecessors. Especially in the quantity and quality of *original* matter has it excelled. For several consecutive months every article was original. Our acknowledgments are due to our esteemed correspondents and editorial associates for their valuable contributions. We bespeak a continuance of their kindness.

We modestly venture the prediction that the next volume of the TEACHER will be the best of all. We have good reasons for saying this. Our readers will mark the issue. With thankfulness and kindest wishes to all, we make our bow.

CORRECTION.—Mr. Jerome Banks, teacher of the Centre District, Solano County, is the holder of a First Grade State Certificate. Mr. B's. name was accidentally omitted when the list of the names of persons holding such certificates was published in the April issue of the TEACHER.

TRUSTEES, READ.—The "Talk" of Dr. Rose, published in this number, is worthy the especial attention of School Trustees. His suggestions are practical and sensible. We know many Boards of Trustees who should blush as they read! Almost everything he says they ought to do, they have *not* done.

The district school-house and grounds should be made comfortable and attractive—at least *decent*. There are signs of rapid improvement with regard to these matters in some localities visited by us. There are signs of improvement *needed* in still more.

Book Table.

MANUAL OF GEOGRAPHY, a complete Treatise on Mathematical, Civil and Physical Geography. By M. F. MAURY, LL. D., author of "Physical Geography of the Sea," etc. New York: University Publishing Company, 155 and 157 Crosby street.

Memory, attention, interest, depend upon each other in this order. There must be interest to secure attention; there must be attention to secure memory—and we might add without a clear memory even knowledge once obtained is well nigh valueless. This book of geography has an interest peculiarly its own—that which arises not so much from the author's evident deep scientific knowledge and happy classification of phenomena, but that interest which comes of personal inspection and visit. The reader finds that his author gives him knowledge at first hand—has the glow and freshness of *Nature* upon it.

An inaccurate statement in it is so rare that one even of the kind about to be mentioned is the more noticeable. On page 71 we find, "The only United States navy-yard on the Pacific coast is at San Francisco." The United States navy-yard is at Mare Island, about twenty-three miles from San Francisco. Notwithstanding this and a few other microscopic blemishes, we regard the book as a real acquisition to our school literature.

The rectifications of maps in accordance with late events; the "orographic views"; and the pages on Map Drawing deserve special mention.

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CIRCULAR.

THE Board of Managers of the EIGHTH INDUSTRIAL EXHIBITION OF THE MECHANICS' INSTITUTE, with a view to promote the study of Drawing in the public day and evening Schools of California, herewith offer the following Premiums, to be awarded at the close of the Exhibition, to the classes and ages as annexed.

CLASS 1.—Mechanical Drawings and Designs.
CLASS 2.—Architectural Drawings and Designs.
CLASS 3.—Landscape Drawing.
CLASS 4.—Marine Drawing.
CLASS 5.—Still Life Drawing.
CLASS 6.—Maps.

The pupils competing will be divided into three grades, ages being as follows:

SEX.	GRADE A.	GRADE B.	GRADE C.
GIRLS,.....	16 to 14 years.	14 to 12 years.	12 years and under
BOYS,.....	18 to 16 years.	16 to 14 years.	14 years and under

There will be a first and second Premium awarded to each class and grade, or thirty-six premiums in all;—the *First Premium* being a *Silver Medal*, and the *Second Premium* a *Bronze Medal*.

No male pupil over eighteen years of age, or female pupil over sixteen years of age, will be permitted to compete.

The classification *does not include Oil or Water Color*.

All schools desiring to compete, must give notice through the Principal to the Board of Managers, before the 25th day of July next, and the Drawing must be placed in position before Tuesday, August 8th, at 11 o'clock A.M.

Evening Public Schools for Drawing.

The following Premiums will be awarded by the Mechanics' Institute to *regular attendants* of the Evening Public Schools for Drawing:

SWEEPSTAKE PREMIUM.—Best architectural or Mechanical Drawing, either a design or from a model, but not a copy of a drawing,—A set of Drawing Instruments, (of the value of seventy-five dollars,) to which is added by the President of the Mechanics' Institute, Fifty Dollars, coin.

PREMIUM FOR BEST MECHANICAL DRAWING—Silver Medal.

PREMIUM FOR BEST ARCHITECTURAL DRAWING—Silver Medal.

PREMIUM FOR SECOND BEST MECHANICAL DRAWING—Bronze Medal.

PREMIUM FOR SECOND BEST ARCHITECTURAL DRAWING—Bronze Medal.

The Competitor who carries off the Sweepstake Premium is not eligible to compete for any further premium.

Notice of intention to compete must be made through the Principal or Drawing Master of the class, before the 25th day of July next, and the Drawings must be placed in position before 11 o'clock A.M., Tuesday, August 8th.

A. S. HALLIDIE, *President.*

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COURSE OF STUDY.

To secure admission into the Junior Class, applicants must pass a satisfactory examination before the Board of Examination in the county in which they reside, on the following subjects, viz.:

Orthography, Reading, Penmanship, Common School Arithmetic, English Grammar, Geography and Composition.

JUNIOR CLASS—*First Session.*

**Arithmetic*—Robinson's Higher.
**English Grammar*—Brown's.
**Geography*—Monteith's.
**Reading*—McGuffey's 5th Reader.
**Orthography*—Willson's.
Moral Lessons—Cowdery's.
Mental Arithmetic.
Analysis and Defining.

JUNIOR CLASS—*Second Session.*

**Algebra*—Robinson's Elementary.
**English Grammar*—Brown's.
Geometry—Marks' Elements.
Physiology—Cutter's.
**U. S. History*—Quackenbos'.
Vocal Culture.
Book-Keeping—Payson, Dunton & Scribner's Single Entry.
Natural Philosophy—Steele's.
General Exercises during the Junior Year—Penmanship; Object-Lessons; Calisthenics; School Law, Methods of Teaching; Vocal Music, Drawing, Composition, Declamation and Constitution of United States and California.

To secure admission into the Senior Class, applicants must be regularly promoted from the Junior Class, or pass a thorough written examination, conducted by the Normal School Board of Instruction, on those studies of the Junior Class marked with an asterisk, and an oral examination in Natural Philosophy and Physiology.

SENIOR CLASS—*First Session.*

Algebra—reviewed.
Physiology—reviewed.
Natural Philosophy—Quackenbos'.
Rhetoric—Hart's.
Natural History—Tenney's.
Vocal Culture—Russell's.
Book-Keeping—Payson, Dunton & Scribner's Double Entry.

SENIOR CLASS—*Second Session.*

Arithmetic—reviewed.
Geometry, Trigonometry, and Mensuration—Davies'.
Botany—Gray's.
Physical Geography—Warren's.
Mental Philosophy—Upham's.
English Literature—Collier's.
Astronomy—Loomis'.
Chemistry—Steele's.
General Exercises—Same as in the Junior Class.

REGULATIONS OF THE NORMAL SCHOOL.

1. All pupils, on entering the School, are to sign the following declaration:

"We, the subscribers, hereby declare that our purpose in entering the State Normal School is to fit ourselves for the profession of Teaching, and that it is our intention to engage in teaching in the Public Schools of this State."

2 To enter the Junior Class male candidates must be seventeen years of age; and female candidates sixteen. To enter the Senior Class they must be one year older.

3. All applicants are required to present letters of recommendation from the County Superintendent of the county in which they reside. The holders of first or second grade teacher's certificates will be admitted on their certificates.

4. No pupil shall be entitled to a Diploma of Graduation who has not been a member of the School at least one year.

GENERAL INFORMATION.

In obedience to the requirements of the "Act to Establish the State Normal School," passed by the last Legislature, the next session of the School will be held in San Jose. There will be Oral and Written Examinations at the close of each session. The Graduating Exercises will be in March.

Pupils will be required to furnish their Text Books. Reference Books will be furnished by the School.

There is no boarding house connected with the Normal School. Good boarding can be obtained in private families at reasonable rates.

CALENDAR FOR 1871–72.

First Session begins June 14th, 1871.
First Session ends October 6th, 1871.
Fall vacation, one week.
Second Session begins October 16th, 1871.
Second Session ends March 14th, 1872.

For additional particulars, address

REV. W. T. LUCKY, A. M., PRINCIPAL, San Jose.

March 25th, 1871.

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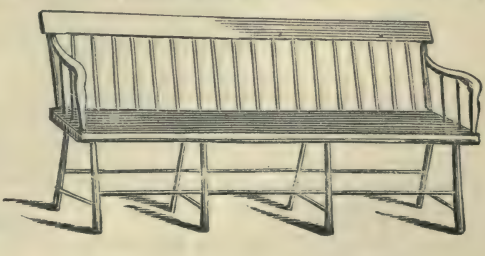

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